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Index to Vol. XV

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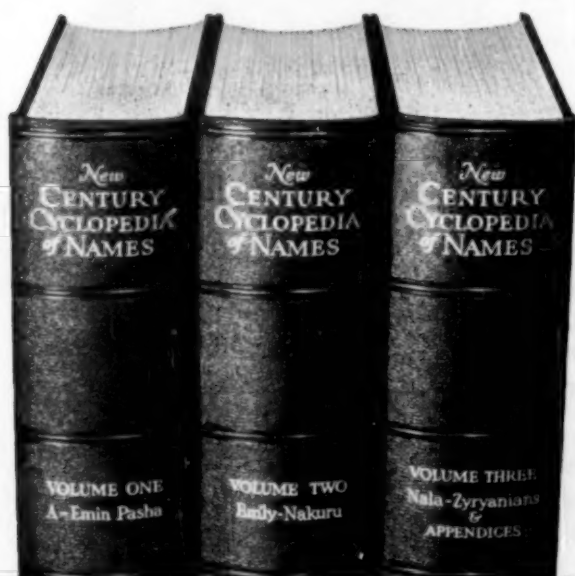
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COLLEGE AND RESEARCH LIBRARIES is published quarterly, January, April, July, and October at 50 E. Huron St., Chicago 11, Ill., by the American Library Association, and printed at 450 Ahnapp St., Menasha, Wis. Entered as second-class matter May 8, 1940, at the post office at Chicago, Ill., under the Act of March 3, 1879, with an additional entry at Menasha, Wis. Printed in U.S.A. Accepted for mailing at the special rate of postage provided for in the Act of February 28, 1925 embodied in paragraph (d) (1), section 34.40 P.L.&R.



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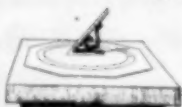
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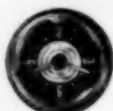
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Contents

AUDIO-VISUAL SERVICES IN COLLEGES AND UNIVERSITIES IN THE UNITED STATES. By <i>Fleming Bennett</i>	11
THE NEED FOR A RESEARCH PROGRAM IN LIBRARY PROBLEMS. By <i>Chase Dane</i> ...	20
THE TREND TOWARD ACADEMIC RECOGNITION OF COLLEGE LIBRARIANS. By <i>William H. Carlson</i>	24
SELECTED REFERENCE BOOKS OF 1953-1954. By <i>Constance M. Winchell</i>	30
COLLEGE AND UNIVERSITY LIBRARY STATISTICS	37
AN EVALUATION OF THE ACRL STATISTICS REPORT. By <i>Dale M. Bentz</i>	54
DEVELOPMENT OF REFERENCE WORK, USIS LIBRARY, PARIS. By <i>James A. Hulbert</i>	58
THE COLLEGE LIBRARIAN: SOCIOLOGY OF A PROFESSIONAL SPECIALIZATION. By <i>Patricia B. Knapp</i>	66
JUNIOR COLLEGE LIBRARY STATISTICS	73
RATIO OF PROFESSIONAL TO CLERICAL STAFF. By <i>Melvin J. Voigt</i>	76
THE ACRL ANNUAL REPORT, 1953-1954. By <i>Arthur T. Hamlin</i>	78
NOTES FROM THE ACRL OFFICE. By <i>Arthur T. Hamlin</i>	88
NEWS FROM THE FIELD	93
PERSONNEL	98
APPOINTMENTS	101
RETIREMENTS	103
FOREIGN LIBRARIES	104
NECROLOGY	105
REVIEW ARTICLES	
Basic Reference Sources, <i>Mary N. Barton</i>	107
Modern Bibliography, <i>Ralph R. Shaw</i>	108
Public Relations, <i>Ervin Eatenson</i>	109
Medical Bibliography, <i>James F. Ballard</i>	110
Columbia's Library School, <i>Harriet D. MacPherson</i>	111
Technical Services, <i>Felix Reichmann</i>	112
Challenges to Librarianship, <i>Herman H. Fussler</i>	114
Methods of Research, <i>Maurice F. Tauber</i>	115
Junior College Books, <i>Thelma V. Taylor</i>	115
ACRL MICROCARD SERIES	117
INDEX TO VOL. XV (appears in center of this issue)	

January, 1955

Volume XVI, Number 1

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By FLEMING BENNETT

Audio-Visual Services in Colleges and Universities in the United States

Report of a Survey by the ACRL Committee on Audio-Visual Work

Mr. Bennett is librarian, University of Arizona.

THIS is a report of a survey undertaken in March 1952 by the ACRL Committee on Audio-Visual Work. The purpose of the survey was to ascertain the extent to which services with educational films, filmstrips, recordings and other audio-visual materials have been developed in U.S. colleges and universities and, more specifically, the *patterns of service* which have been evolved in meeting needs for these materials.

It was recognized that sampling techniques would not be wholly appropriate in this survey. Since virtually nothing was known of existing patterns of audio-visual service in academic institutions, there could be no assurance that any randomly selected sample would accurately represent U.S. colleges and universities in terms of audio-visual development. Accordingly, it was decided to conduct a census-type survey.

A carefully-designed questionnaire was sent to the librarians of 1726 colleges and universities. The list of institutions queried comprised the entire college and university mailing list of the ALA Publications Office, with institutions located outside the continental limits of the U.S. deleted. In order to secure comparable data from non-library agencies, there was included with each questionnaire a data sheet to be filled out by the director of any separate audio-visual agency in the institution.

Of the 1726 questionnaires mailed, 41 were returned because an institution was no longer in existence or because a revised curricular program no longer entitled an institution to status as a college or university. Of the 1685

remaining questionnaires mailed, 575 usable responses (34%) were received. It is recognized that because of this relatively small return, the findings presented below may not accurately reflect conditions generally. It might logically be supposed that there would be a greater tendency for institutions having AV services to respond than for those having no such services, and that this would result in skewed analyses. That supposition is at least partially disproved by the fact that 65% of all responses were from institutions in which there was either no AV service or only a very small one. Although it is believed that the "sample" secured may be fairly representative, it should be understood that all analytical findings presented in this report apply only to the group of institutions from which responses were received.

PATTERNS OF SERVICE

The survey revealed that 84% of the reporting institutions had an AV service of some kind. Eighty-nine institutions (15%) reported a centralized AV service in the library, and 93 (16%) reported a centralized service in a separate non-library agency. Decentralized services were reported in 302 (53%) of the institutions. In 22 (5%) of the reporting institutions, the library operated the largest AV service on the campus, while in 236 (41%) an instructional department (most often the department of education) maintained a service larger than that maintained by the library. Another 44 (7%) reported a small AV service offered by an instructional department as the only one on the campus.

The data relating to patterns of service in 575 institutions have been analyzed according to three main variables; (1) region; (2) type

TABLE I
Pattern of Audio-Visual Service, By Type of Curricular Program in Institution

Pattern of Service	Type of Program					Total (%)
	Junior College (%)	Undergrad. (%)	Graduate (%)	Teacher-Tng. (%)	Single-Subject (%)	
Centralized AV Service in the Library	23	17	8	18	22	15
Centralized AV Service in a Separate Agency	11	6	28	22	5	16
Decentralized AV Service; Library has more than other(s)	2	3	5	7	6	4
Decentralized AV Service; Library has less than other(s)	36	48	41	32	28	41
Decentralized AV Service; Library has no service	8	7	7	8	11	8
No AV Service on Campus	20	19	11	13	28	16
Total No. of Institutions (N=100%)	97	202	190	68	18	575

of curricular program; and (3) size of enrollment.

With one exception, regional differences are not statistically significant. Although the number of cases is small, it would appear that institutions in the Southwest have tended to centralize the administration of their AV services more than those in other regions. Forty-four percent of the reporting colleges and universities in that region have either a central AV service in the library (18%) or in a separate non-library agency (26%), in contrast to 34% in the Midwest, 33% in the Southeast, 31% in the Northwest, 28% in the Far West, and 26% in the Northeast.

Differences of greater significance are re-

vealed when the data are analyzed according to the type of curricular program in the reporting institution. Table I shows that among institutions reporting *centralized* AV services, the junior colleges, undergraduate colleges and single-subject institutions (schools of law, medicine or theology principally) have tended to develop that service in the library, whereas teacher-training and graduate institutions have tended to develop theirs in separate agencies. Single-subject institutions have tended more than others to have no AV service at all. The principle of centralization is shown to have been embraced more generally in teacher-training institutions (40%) than in others. Undergraduate colleges are shown to

TABLE II
Pattern of Audio-Visual Service, By Size of Enrollment

Pattern of Service	Size of Enrollment			Total (%)
	1000 or less (%)	1001-5000 (%)	Over 5000 (%)	
Centralized AV Service in the Library	19	11	4	15
Centralized AV Service in a Separate Agency	6	32	44	16
Decentralized AV Service; Library has more than other(s)	4	3	4	4
Decentralized AV Service; Library has less than other(s)	43	37	40	41
Decentralized AV Service; Library has no service	8	8	2	8
No AV Service on Campus	20	9	6	16
Total No. Institutions (N=100%)	366	159	50	575

have tended more than others to decentralize their AV services with relatively small library participation.

The most sharply distinguishing variable is the size of the institution in terms of enrollment. The results of an analysis along this variable are shown in Table II. The larger the institution, the more likely it is to have developed a centralized AV service. Forty-eight percent of the reporting institutions having an enrollment of over 5000 had centralized services, while only 25% of those having an enrollment of 1000 or less had centralized services. In the smaller colleges and universities, the centralized service had generally been developed in the library, but in those having an enrollment of more than 1000, separate AV services had more often been established. Thirty-two percent of the institutions having an enrollment of 1001 to 5000, and 44% of those having an enrollment of over 5000 reported central non-library agencies, whereas only 6% whose enrollment is 1000 or less had established separate centers.

By cross-tabulating the data along both variables, type of curricular program and size of enrollment, it was found that the latter is the more important one. For example, in the group of graduate institutions that reported, only 8% of the total had centralized their AV services in the library, but 18% of those graduate schools having an enrollment of 1000 or less had developed a library-centered service.

In all categories except the single-subject institution, analysis reveals that those having enrollments of over 1000 tended more than those having smaller enrollments to have a centralized service, and that it had been developed in a separate agency more often than in the library. It is of some significance to note also that among graduate and teacher-training institutions a disproportionate percentage of the smaller ones maintained no AV service at all on their campuses.

OPINIONS OF LIBRARIANS

The questionnaire included the following opinion question: "Do you believe the library should administer and service all materials of communication for a college or university including audio-visual materials?" Librarians were asked to respond with a simple affirmative or negative answer, and were given an opportunity to support their opinions with

reasons. Fifty-eight percent of those who responded were of the opinion that the library *should* administer audio-visual services, 32% responded negatively, and 10% failed to state an unqualified opinion.

TABLE III
Librarians' Opinions, By Size of Enrollment

Opinion	Small 1000 or Less (%)	Medium 1001- 5000 (%)	Large Over 5000 (%)	Total (%)
Yes	62	54	44	58
No	27	38	44	32
No Answer	11	8	12	10
Total No. of Librarians (N=100%)	366	159	50	575

Opinions of librarians were found to vary according to the size of their institutions. (See Table III.) Sixty-two percent of those in the smaller institutions believed that the library should be a complete communications center and include audio-visual materials in their service patterns, while opinion among librarians in institutions having enrollment of over 5000 was split evenly.

Analysis by regional breakdowns and by type of curricular program revealed no significant deviations from over-all patterns of opinion.

The hypothesis that librarians' opinions were influenced principally by their own experience in handling audio-visual materials was tested by making an analysis according to the pattern of AV service that had been developed in individual institutions. The percentage figures in Table IV reveal that in those institutions in which the library had participated in AV service, the tide of librarians' opinions ran strongly in favor of the library's administering such services. Eighty-five percent of the librarians administering a central AV service, and 65% of those whose library AV service was the largest on the campus, responded affirmatively. Even in those institutions in which separate agencies had been developed to meet needs for audio-visual materials, nearly half of the librarians (44% in colleges and universities having a central non-library agency, and 48% in those having decentralized services outside the library)

TABLE IV
Librarians' Opinions, By Degree of Library Participation in Audio-Visual Service

Opinion	Library Participation			Library Non-Participation		Total (%)
	Library-centered AV Service (%)	Library has Major AV Service (%)	Library has Minor AV Service (%)	Central AV Service in Sep. Agencies (%)	Decentralized AV Services in Sep. Agencies (%)	
Yes	85	65	59	44	48	58
No	12	23	31	43	38	32
No Answer	3	13	10	13	14	10
Total No. of Librarians (N=100%)	89	22	236	93	134	575

avored central administration of such services in the library.

Sixty-one percent of the librarians who responded to the opinion question submitted one or more reasons in support of their opinions. It is of interest to note that 71% of those who held an affirmative opinion gave reasons, whereas only 41% of those who held a negative opinion supported their position with reasons.* This would appear to indicate that librarians favoring central library administration of AV services were better prepared (or at any rate more willing) to cite reasons supporting their opinions than were those who believed that the library should not administer such services.

KINDS OF MATERIALS SERVICED

In shaping the questionnaire for this survey, the Committee defined "audio-visual materials" by listing six categories only: (1) films; (2) filmstrips; (3) slides; (4) recordings (discs); (5) maps; and (6) pictures, including photographs. It was recognized that other materials could be included (*e.g.*, tape and wire recordings), but it was thought advisable to limit the investigation to the six categories cited.

All respondents, including directors of separate AV agencies, were asked to check which materials they serviced, and the size of the collection in each case. Table V shows the proportions of library and non-library agencies in the reporting institutions which gave service in the various categories of materials.

* Reasons given by respondents have been analyzed by Carl W. Hintz in a separate paper, as yet unpublished.

In institutions having centralized AV services, 99% of the separate agencies and 87% of the library centers give service with films. Ninety-three percent of the separate agencies and 90% of the library centers give service with filmstrips. Eighty-nine percent of the library centers include recordings in their service patterns, while only 70% of the separate agencies give service with recordings. A majority of each type of center handle slides,

TABLE V
Proportion of Libraries and Non-Library Audio-Visual Agencies Giving Service with Specified Types of Materials

Materials Serviced	Lib. Cent. (%)	Sep. Cent. (%)	Decentral.		Other Minor (%)
			Lib. (%)	Other (%)	
Films	87	99	26	94	94
Filmstrips	90	93	37	84	81
Slides	65	72	31	64	44
Recordings	89	70	63	47	50
Maps	62	26	72	20	19
Pictures	73	32	64	21	6
No. of Institutions (N=100%)	89	90	256	86	16

but whereas approximately two-thirds of the library centers render service with maps and pictures, only a little over one-fourth of the separate agencies service these materials.

It would appear that separate AV agencies have tended to concentrate on service with films and filmstrips, and largely to ignore maps

TABLE VI
Overlapping Services with Specified Audio-Visual Materials in Institutions
Having Decentralized Audio-Visual Services

Overlap Status	Audio-Visual Materials					
	Films (%)	Film-strips (%)	Slides (%)	Recordings (%)	Maps (%)	Pictures (%)
Overlapping Service	9	13	15	12	6	6
No Overlapping Service	91	87	85	88	94	94
Total No. of Institutions* (N=100%)	148	166	135	210	201	182

* Base figures represent the proportion of 258 institutions with decentralized service which give service in each category of materials.

and pictures. On the other hand, the library center has tended to include all the recognized AV materials, thus probably rendering more complete centralized services than are usually available on campuses where AV services have been the responsibility of separate non-library agencies.

In the institutions where AV services have been decentralized, with libraries participating, Table V reveals that the libraries have tended to concentrate on service with recordings, maps and pictures, while the non-library agencies have concentrated on services involving films, filmstrips and slides. However, there has been some overlap in the services of the libraries and separate agencies in these institutions, as shown in Table VI. Although the degree of overlap is small, a legitimate question can be raised as to the appropriateness of any overlap at all, especially in the light of budgetary implications of such duplication

of service. It is demonstrated in Table VII that the overlapping has occurred principally in the smaller institutions, rather than in the larger institutions whose budgets would probably be less seriously affected by it.

SIZE OF COLLECTIONS

Librarians and directors of non-library AV agencies were asked to indicate the size of their collections of audio-visual materials. Most respondents who administered AV services submitted relevant data, but for purposes of analysis, in all cases where size-of-collection data were not given, it was assumed that the collection was small and could be appropriately assigned to the smallest size-category.

The size of institutional enrollment proved, as was expected, to be the principal factor determining the size of audio-visual collections. As shown in Tables VIII-X, an over-

TABLE VII
Overlapping Audio-Visual Services in Institutions Having Decentralized
Arrangement, By Size of Institutional Enrollment

Size of Enrollment	Audio-Visual Materials					
	Films (%)	Film-strips (%)	Slides (%)	Recordings (%)	Maps (%)	Pictures (%)
Small	36	53	50	44	61	55
Medium	21	14	20	24	23	18
Large	43	33	30	32	16	27
No. of Institutions with Overlapping Service (N=100%)	14	21	20	25	13	11

TABLE VIII
Size of Film Collection, By Size of Enrollment and Pattern of Audio-Visual Service

Size of Film Collection	Small: 1000 or Less					Medium: 1001-5000					Large: Over 5000				
	Lib. Center Sep. Center		Decentral- ized Serv.		Other Minor	Lib. Center Sep. Center		Decentral- ized Serv.		Other Minor	Lib. Center Sep. Center		Decentral- ized Serv.		Other Minor
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
100 or less	88	67	95	88	100	63	40	94	58	75	0	14	100	15	0
101- 500	12	24	5	8	0	31	40	6	16	0	50	14	0	29	0
501-1000	0	0	0	4	0	6	11	0	11	25	50	9	0	7	0
1001-3000	0	9	0	0	0	0	9	0	10	0	0	36	0	42	0
Over 3000	0	0	0	0	0	0	0	0	5	0	0	27	0	7	0
Total No. of Agencies (N=100%)	59	21	43	49	11	16	47	17	19	4	2	22	9	14	0

whelming majority of the collections in small institutions fall into the two smallest size-categories, and that in the larger institutions the collections, although still concentrated in the smaller size-categories, tend to be larger. It is of some significance to note that, in the case of films and filmstrips, the collections in separate agencies tend to be larger than those in library-centered AV services, but that, in the case of recordings, the reverse is true.

A scrutiny of these tables clearly reveals that the development of audio-visual collections is still in its early stages. Relatively few

libraries or separate AV agencies have acquired large collections of films, filmstrips or recordings. The same is true of the other three categories of AV materials, although comparable tabulations of data are not presented here. The one exception indicated by an examination of the data is maps, of which several libraries reported sizable collections. Most of these are probably libraries in which the U. S. Army Map Service has deposited maps since World War II. Virtually no separate AV agencies have collected maps in great numbers.

TABLE IX
Size of Collections of Recordings, By Size of Enrollment and Pattern of Audio-Visual Service

Size of Collections of Recordings	Small: 1000 or Less					Medium: 1001-5000					Large: Over 5000				
	Lib. Center Sep. Center		Decentral- ized Serv.		Other Minor	Lib. Center Sep. Center		Decentral- ized Serv.		Other Minor	Lib. Center Sep. Center		Decentral- ized Serv.		Other Minor
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
200 or less	58	86	55	100	83	35	69	41	67	100	0	59	25	50	100
201- 1,000	30	14	23	0	0	24	28	27	33	0	50	30	13	30	0
1,001- 5,000	12	0	20	0	17	29	3	20	0	0	50	6	31	10	0
5,001-15,000	0	0	2	0	0	12	0	12	0	0	0	5	31	10	0
Over 15,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total No. of Agencies (N=100%)	60	14	112	21	6	17	32	44	9	2	2	17	16	10	1

TABLE X
Size of Filmstrip Collections, By Size of Enrollment and Pattern of Audio-Visual Service

Size of Filmstrip Collections	Small: 1000 or Less					Medium: 1001-5000					Large: Over 5000				
	Center		Decentralized Serv.		Other Minor	Center		Decentralized Serv.		Other Minor	Center		Decentralized Serv.		Other Minor
	Lib.	Sep.	Library	Other		Lib.	Sep.	Library	Other		Lib.	Sep.	Library	Other	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
100 or less	75	50	85	75	80	65	33	83	53	100	0	20	77	10	100
100-500	23	33	13	23	20	29	54	9	33	0	100	45	23	50	0
501-1000	2	11	2	2	0	6	9	4	14	0	0	10	0	20	0
1001-3000	0	6	0	0	0	0	4	0	0	0	0	25	0	20	0
Over 3000	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0
Total No. of Agencies (N=100%)	61	18	62	48	10	17	46	23	15	3	2	20	9	10	1

CIRCULATION OF MATERIALS

In the reporting institutions, circulation of audio-visual materials tended to be limited to the local campus. However, many library and non-library AV agencies reported giving service to the local community and, in progressively smaller numbers, to the state or region

in which the institution was located. Very few agencies reported their willingness to send audio-visual materials throughout the entire United States. Analysis by size of institution and pattern of service reveals that circulation of AV materials is somewhat more likely to be restricted to the campus in the smaller institutions, and is likely to be somewhat less

TABLE XI
Audio-Visual Services Available, By Size of Enrollment and Pattern of AV Service

Services Available	Small: 1000 or Less					Medium: 1001-5000					Large: Over 5000				
	Center		Decentralized Serv.		Other Minor	Center		Decentralized Serv.		Other Minor	Center		Decentralized Serv.		Other Minor
	Lib.	Sep.	Library	Other		Lib.	Sep.	Library	Other		Lib.	Sep.	Library	Other	
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
Projectors	83	100	24	94	92	94	98	27	100	75	100	100	32	100	0
Record Players	70	86	42	74	58	89	91	41	63	50	100	59	45	50	0
Projectionists	59	81	11	81	75	83	91	8	84	50	100	100	18	86	0
Listening Rooms	48	48	31	43	33	61	70	36	26	50	100	50	32	36	0
Viewing Rooms	57	86	15	87	58	78	94	16	26	75	100	95	18	86	0
Recording Serv.	41	81	10	57	33	33	74	6	63	50	100	64	23	57	0
Photographic Production	9	29	6	30	8	17	55	11	53	50	0	50	27	29	0
Instruction in Use of Equip.	58	81	18	87	83	78	94	13	79	50	50	91	27	71	0
Reference and Consultation	55	67	39	56	42	83	91	34	68	50	100	86	55	71	0
Other Services	6	5	7	4	0	22	9	2	21	0	50	23	9	21	0
Total No. of Agencies (N=100%)	69	21	170	54	12	18	47	64	19	4	2	22	22	14	0

restricted in separate agencies than in library-centered AV services.

AUDIO-VISUAL SERVICES OFFERED

A checklist of equipment, facilities and services was provided in the questionnaire, in an attempt to secure data about services other than loans of materials given by library and non-library AV agencies. The results of an analysis of these data are shown in Table XI.

The pattern of percentages in this respect parallel closely those of Table V. The libraries which give service with films and filmstrips usually provide service with projectors; projectionist service is given less frequently, and viewing rooms are also less

offer services other than circulation of materials. However, the fact that responses from a majority of non-library agencies in this group were not received makes it impossible to draw that conclusion. Whereas 256 of the 258 libraries in institutions having decentralized AV service submitted data, replies from only 87 of the non-library AV agencies in those same institutions were received, and the proportions shown in both Tables V and XI are based upon the number of agencies which reported.

The picture becomes a little clearer by scrutinizing the raw figures for the columns in Table XI under "Decentralized Service" for each size-category, which are shown below. These figures reveal that in the small-enroll-

Services Available	Small: 1000 or Less		Medium: 1001-5000		Large: Over 5000	
	Lib.	Other	Lib.	Other	Lib.	Other
Projectors	40	51	17	19	7	14
Record Players	72	40	26	12	10	7
Projectionist Service	18	44	5	16	4	12
Listening Rooms	53	23	23	5	7	5
Viewing Rooms	25	47	10	15	4	12
Recording Service	17	31	4	12	5	8
Photographic Production	10	16	7	10	6	4
Instruction	30	47	8	15	6	10
Reference and Consultation	66	30	22	13	12	10
Other Services	12	2	1	4	2	3

frequently available. The separate agencies are more likely than libraries are to provide projectors and projectionists, and to have facilities for viewing films.

Although a large proportion of AV agencies have record players available for their patrons, a far smaller proportion have special listening rooms. It is probable that many of these AV agencies have earphone attachments for record players located in public or semi-public areas.

A comparison of Tables V and XI reveals the quite unexpected finding that although only three-fifths of the separate AV centers give service with recordings or have any collections of them, approximately 82% of them have record players for the use of students and other patrons. There is no ready explanation for this phenomenon.

In the institutions reporting decentralized AV services, it would appear that, whether large or small, the non-library AV agencies are more likely than library AV agencies to

ment group, 40 of the libraries (24% of 170) reported service with projectors, and 51 of the non-library agencies (94% of 54, but only 30% of 170) reported this service. In the case of service with record players in the same size-category, 72 of the libraries (42% of 170) reported service, whereas only 40 of the non-library agencies (74% of 54, but only 24% of 170) reported giving this service. Examples of the same kind can be cited in the larger size-categories to illustrate the fallacy of basing an analysis on the percentage figures in Table XI alone.

PERSONNEL, BUDGETS, AND STATISTICS OF USE

An effort was made in the survey to secure data from librarians and directors of separate AV agencies on (1) the number of persons engaged in audio-visual work at various levels; (2) the amounts budgeted during the previous year for materials, equipment and personnel; and (3) statistics of use of audio-visual materials over a four-year period. Unfortu-

nately, only a very small number of respondents submitted full or reliable data; hence, no analysis on these points can be presented here.

SUMMARY

Among the 575 institutions from which data were secured in this survey, it is clear that needs for audio-visual materials have been recognized and steps taken in a large majority (84%) of them to meet those needs. It is not known how adequate the services in individual institutions are, since needs undoubtedly vary widely according to patterns of instruction and size of enrollments, but the reported size of collections and extent of services provided indicate that probably in only a very few U.S. colleges and universities have adequate AV services been developed.

Although the theoretical advantages of centralizing AV services appear to be great, this survey reveals that in less than one-third of the reporting institutions have these services been centralized. The larger institutions have embraced the principle of centralization more often than the smaller institutions, and have tended to set up separate AV agencies, whereas among the smaller institutions the central AV services have been developed more often in the library.

Librarians in the 575 institutions generally believed that the library should incorporate audio-visual materials into their service patterns. Those in smaller institutions and those who had administered AV services tended to express this opinion more often than those in larger institutions or those in whose libraries no AV services had been developed.

Centralized non-library AV agencies have

tended to develop service with films and filmstrips and to ignore other AV materials such as maps and pictures, whereas library-centered AV services have tended to include all the recognized materials in this area. In those institutions where AV services have been developed on a decentralized basis, the libraries have concentrated on services with recordings, maps and pictures, while the non-library agencies have concentrated on service with films, filmstrips and slides. The amount of overlap between the services of library and non-library agencies has been small, but has occurred principally in the smaller institutions where the budgetary implications of overlapping services are probably more serious than in larger institutions.

The statistical tabulations included in this report reveal that there has not yet been any extensive development of AV services in U.S. colleges and universities, but there is reason to believe that the rate of development will become greatly accelerated within the next few years. Many librarians, in annotating their questionnaires or in writing letters, asserted that AV services were shortly to be inaugurated in their institutions or that existing services were soon to be expanded. They indicated that the development of AV services on their campuses had been hampered by difficulties in allocating space in outmoded buildings and in securing adequate budgetary support, but that solutions for these problems were being found.

It may be that this survey was taken at or near a turning point in the development of AV services in colleges and universities, and that a survey taken five years hence might reveal many significant changes.

Drexel Scholarships

Three full tuition scholarships are being offered at the Drexel School of Library Science for the academic year 1955-56. These are available to students matriculating in the full time course leading to the Master's degree. Applicants must be American citizens, who give evidence of high academic records at approved colleges or universities, and who have need for financial aid.

Applicants should apply to the dean of the School of Library Science, Drexel Institute of Technology, 32nd and Chestnut Streets, Philadelphia 4, Pennsylvania before April 1, 1955. Scholarship information for foreign students will also be obtainable from the dean.

The Need for a Research Program in Library Problems

Mr. Dane is assistant to the chief, Publishing Department, American Library Association.

WYLLIS E. WRIGHT ends his article on "How Little Cataloging Can Be Effective?" in the April, 1954, issue of *COLLEGE AND RESEARCH LIBRARIES* on a plaintive little note—and well he may. After considering various ways to reduce the amount of cataloging necessary in a college library he asks: "Who uses an author's dates, the notation of size, or a series note, and why? Is this title card ever consulted? Does the frequency of use justify the cost of giving collation? Until we know in fairly exact terms how much cataloging is effective, we really have no basis for discussing how little cataloging can be effective."

With these rhetorical questions Mr. Wright points his finger straight at one of the most serious weaknesses of college and university library work. *We don't know* who uses an author's dates, or the notation of size, or the series note, nor why. Our ignorance is bad enough but what is worse is that we make no serious attempt to correct it. In this respect we are too much like Bacon's Jestling Pilate who asked, "What is truth?" but did not stay for an answer. Perennially we ask ourselves these and other questions but perennially we do not stay for an answer.

Such questions could be answered if we really set ourselves to the task. They are

no more difficult than the questions the chemist or the physicist or the biologist poses every day. This comparison simply points up the contrast between library research and industrial research. One of the greatest differences between the two is the amount of money spent on each.

Robert Leigh has reported in his *The Public Library in the United States* the amounts which were spent on research in various professional schools for the period 1948-49. During that year a million dollars were devoted to research in the eight engineering schools included in the Public Library Inquiry sample. Graduate schools of business and education in the same sample received \$100,000; law and architecture got \$15,000; journalism \$8,600; and nursing \$6,500. During the same period the eight library schools in the sample received only \$4,320 for research. Is it any wonder that, with so little money to spend on research, librarians do not know the answers to many of their most important questions?

Money is not everything and libraries have long been notorious for their poverty, but willingness to spend money on research is an indication of the seriousness with which any profession takes itself. Industry learned long ago that its very life depends upon continuing research. It cost the Boeing Aircraft Corporation five million dollars to build the first American jet transport plane. Much of that money went for research. The aircraft industry could not

advance without a well-planned and well-financed research program.

Within the last twenty years all industry has become convinced of the value and importance of research. Of course, some industries benefit more from research than others. Chemical, pharmaceutical, engineering and aircraft manufacturers spend fabulous sums each year to keep abreast of the latest research in their fields. DuPont spends hundreds of thousands of dollars annually in research to develop new products. Until recently Squibb spent \$25,000 a year just to index and abstract periodical articles for the use of its research teams. General Motors spends millions to design and test a new car.

The "new industrial revolution" in Great Britain may be cited as a final example of the importance of research in industry. After the war Britain was forced to step up her exports in order to survive. To do this it became necessary to pour more money into research and development than ever before. The Imperial Chemical Industries, Ltd., for example, now spends about \$10,000,000 a year on research alone. That last year's unfavorable trade balance in Britain was no more than 560 million dollars was due largely to the research which improved or developed such items as Dacron, radio telescopes, jet transports, and radioactive isotopes.

Thus does industry express its faith in the value of research. In view of this attitude on the part of industry toward research the question naturally arises: Why do libraries spend so little on research? Why do they not also invest in research which would answer the questions librarians keep asking themselves over and over?

Lack of money is undoubtedly the chief reason. Libraries, unlike General Motors and DuPont and Imperial Chemical In-

dustries, simply don't have the money to spend on costly research. The library offers service and does not seek to make a profit and consequently it does not have large sums of money at its disposal to spend on research.

Although libraries will never have as much money as Squibb or General Electric to spend on research, there are some ways in which funds could be secured for much needed investigations.

Libraries have long lobbied for federal aid. This plea for federal funds has usually been made on the grounds that library service is unequal throughout the country and that those areas which do not have library service can be helped only by federal funds. However, librarians themselves have often objected to this plea for federal aid on the grounds that federal aid would mean federal control. Since one of the strong points of libraries is their individual and independent character it is only natural that librarians should oppose a plan for aid which might bring with it control.

Recent requests for federal aid on the part of libraries have been based on a different concept. These requests have been for funds to finance demonstration libraries which would show what could be done if money were available for library service in areas which are now unserved. Put this way these requests do not hold any threat of federal control.

However, might it not be wiser to approach the problem of federal aid from still another angle? Libraries could request federal funds to be spent for research into their most pressing problems. Money earmarked for this purpose would carry no threat of federal control. For after all, scientific investigation must be free or not be at all. And library research would benefit all types of libraries: school, special,

public, and college and university. By answering questions which now go unanswered research thus financed would contribute to improved library service everywhere.

Foundation grants suggest a second possible source of funds for library research. Admittedly, foundation funds are becoming increasingly difficult to obtain, especially in the field of librarianship. One reason for this is that foundations have seen little good come from the funds they once lavishly poured into libraries. As a result of this indifferent record they are understandably reluctant to toss more money down the same hole.

Foundations might, however, be willing to devote some of their funds to library research. They would undoubtedly recognize that money so spent would aid all libraries and not just one. From their experience with other projects they would be more inclined to sink money in research than in buildings and books, which in the past have not yielded any startling results. Certainly they would recognize that here they could make a contribution which could be achieved in no other way. If a community is seriously interested in maintaining a library, it can have one, but few communities can afford to finance a research program in library science.

Thus it seems possible that a strong and successful appeal could be made for foundation funds for library research. At any rate, it would be worth trying to secure foundation funds for such a purpose.

A third way in which money might be raised for library research is through inter-library cooperation. Libraries could contribute to a fund which would be used to finance research teams and projects. The individual library would receive a long-term return on its investment in the way of improved methods and techniques. It

would receive a short-term return in the way of published reports on research immediately applicable to its problems.

In order to get such a research program under way it might at first prove advisable to solicit or organize contributions from libraries by type. College and university libraries would seem to be a logical starting point for such an experiment. Because of the climate in which they operate they should not find it too difficult to convince the powers that be of the value and need for research.

If they demonstrated that such a plan is practicable, it would not be too long before other types of libraries adopted a similar scheme. As the over-all program developed, the special needs of different types of libraries could be integrated into a unified program for library research which would serve all types of libraries.

The amount which each library would have to contribute to such a fund would depend on the number of libraries taking part in the program. At first these self-assessments might be prorated on a service basis similar to that employed by the H. W. Wilson Company. This would be justified on the grounds that the larger libraries which would contribute more would also benefit more. All in all, such a plan is not wholly impractical or impossible.

The problems which could be turned over to a library science research team are almost unlimited. Wright in the article referred to above has indicated some of them. We need to know who uses the bibliographic information which appears on a catalog card and how and why. Kenneth Brough in his recent work on the *Scholar's Workshop* suggests some of the problems of college and university libraries which need to be investigated. As he points out, we don't know how a scholar or research worker uses the library. We don't know

what use he makes of subject entries in the catalog if any.

The problem of bibliographic control is one which stands in need of considerable research. According to Samuel Bradford, bibliographic control of the literature of science and technology can be achieved by means of cooperation through the use of the Universal Decimal Classification. However, the problem is larger than even Bradford realized and calls for extensive research. And it is this kind of research which could be undertaken by a team financed in one of the ways outlined above.

These are only a few of the problems libraries face today which could be attacked by research. The solution of any one of them would be of great value to all libraries.

The advantages of a coordinated research program for librarianship would be innumerable. The professional status of librarianship depends to a large extent on research. The fact that there has been, relatively, so little research into library problems undoubtedly explains the confused status of librarianship as a profession. With a broad and continuing research program and the benefits which it would bring, librarianship would be in a much better position to claim professional status.

Of course, the most obvious and immediate advantage would be the solution of problems which now impede the progress of library science. All libraries would eventually benefit from research devoted to these problems. Indeed, this is the most persuasive reason for initiating such a program.

Still another advantage would be the availability of a trained team for trouble shooting. Industry has quickly learned the value of trouble shooters who can be sent in to attack a problem as soon as it arises. Libraries could adopt a similar policy. Research workers could be turned

loose on a problem as soon as it became apparent. Libraries would no longer need to rely on the slow and painful method of trial and error. Much of the guesswork would be taken out of library service.

Not the least of the advantages of a sustained research program would be the development of a large and useful body of research literature. Such a literature would contribute to the professionalism of librarianship. More important, it would form a reservoir from which all libraries could draw in time of need.

But a well-financed research program will not spring into being of its own accord. It must be planned for and fought for—and it must be backed by a belief on the part of librarians that it is worthwhile. Only then will it be possible to initiate such a program. As long as librarians prefer trial-and-error methods to research, we will have neither a research program nor the benefits that can be derived from it.

Without a long-term cooperative research program librarianship must of necessity stumble ahead as best it can. Several years ago Bernard Berelson pointed out the advantages of research in librarianship to the individual librarian. At the 1948 Library Conference on Education for Librarianship at the University of Chicago he called attention to the youthfulness of a great many university librarians. He expressed the opinion that their early success was partly the result of the research which they had undertaken.

What is true for the individual would no doubt be true for the profession as a whole. A well-organized research program would enable it to forge ahead more rapidly. Like the individuals cited by Berelson, the profession would reach maturity sooner and so have more time to contribute the best that is in it. It would have a longer life of greater usefulness.

By WILLIAM H. CARLSON

The Trend Toward Academic Recognition of College Librarians

Mr. Carlson is director of libraries, Oregon State System of Higher Education.

LIBRARIANSHIP has, within the past half century, made a definite and on the whole heartening advance toward the status of a true educational profession. This is a conviction I have long held, and one which, it seems to me, cannot be escaped by anyone who has followed the events and the literature of librarianship for the past quarter century. For me it is a conviction that has been strengthened, as a result of my preparation, within the past year, of a defense of the present and long held academic status of the librarians of the Oregon State System of Higher Education.

In gathering background, facts, and opinions to refute the proposal of the Oregon State Civil Service Commission that our system librarians should be removed from the academic staffs of our several institutions and assigned civil service status I found it necessary to review the literature bearing on the contributions which college and university librarians have made to the instructional and research programs of their institutions and the way in which these contributions have been and are recognized. I found, as I had expected, that the roots of the college librarian as an important and recognized member of the academic team go deep, and that the academic contributions of college librarians are increasing in depth and stature. That this is being recognized, more and more, by higher educational institutions and by educational societies, associations, and accrediting agencies is shown by college library standards and writings of the past three decades, including more recently the articles of Lundy, Thompson, and Downs. We have now, I believe, reached a point where a summary of the trend toward recognition of the academic contributions of college librar-

ians, and the attendant assignment of faculty status and rank, may be useful.

EVOLUTION OF COLLEGE AND UNIVERSITY LIBRARIES AND LIBRARIANSHIP

It has only been in the last one hundred years that the college and university library has emerged as a fundamental teaching and research instrument. Corollary with this development college and university librarianship has necessarily evolved to a corresponding extent, with an increasingly sharply defined distinction between the clerical processes of library work and its professional aspects. As a result the modern college and university librarian must be possessed of scholarly instincts and aptitudes, have a wide range of competence in foreign languages, an extensive knowledge of the literature and subject matter of highly technical fields, a complete understanding of the research processes, including organizational mastery over a vast literature, an extensive knowledge of foreign book markets and dealers and of international developments in cultural affairs, familiarity with higher educational problems and trends and an ability to transmit research and subject knowledge to students, undergraduate and graduate, and to faculty members. All this of course requires advanced academic degrees to an extent which was not found, nor generally required, in the early college or university.

In earlier days college and university librarians, even those of scholarly backgrounds and with advanced degrees, personally performed many of the numerous clerical details incidental to operation of their libraries. This perhaps accounts for the somewhat prevalent but disappearing concept of college librarianship as a non-scholarly and largely routine activity. Contrary to this concept the college or university librarian who is solely a biblio-

graphical housekeeper has definitely disappeared from all well-administered colleges and universities to be replaced by librarians of high scholarly qualifications who are required to make fundamental and integral contributions to the teaching and research programs of their institutions. This statement is completely substantiated by the history of higher education and the literature of librarianship.

As early as 1876 Professor Otis Robinson of the University of Rochester, writing in the first volume of the *Library Journal*, said this:

A librarian should be much more than a keeper of books; he should be an educator . . . relation . . . ought especially to be established between a college librarian and the student readers. No such librarian is fit for his place unless he holds himself in some degree responsible for library education of the students . . . it is his province to direct very much of their general reading; and especially in their investigation of subjects he should be their guide and their friend.¹

In 1898 when the first professional school of librarianship was just beginning to establish a firm hold on life, President Daniel Galt Gilman of Johns Hopkins University, certainly one of the most influential of American educators, recognized the importance of the college librarian in these words:

The librarian's office should rank with that of professor . . . The profession of librarian should be distinctly recognized. Men and women should be encouraged to enter it, should be trained to discharge its duties and should be rewarded, promoted and honored in proportion to the services they render.²

Mr. W. E. Henry, one of the pioneer leaders of the library profession in the Northwest and founder of the University of Washington Library School, was also among the educators who early recognized both the teaching functions of college librarians and that they earn and deserve faculty status. This is what he said in 1911:

The library assistant is not usually a teacher in the sense of a hearer of recitations or a formal lecturer, yet anyone who knows his real work must admit that it is frequently as personal and quite as scholastically helpful

as that done by the teacher. If this equality does not exist then the staff should be revised. With such preparation and such relationship to the educational processes I shall claim that the library staff must rank with the faculty or teaching staff of any department. . .³

In introducing the landmark study by George Alan Works, *College and University Library Problems*, published in 1927, and based on personal visits to and detailed study of a large number of college and university libraries, Samuel P. Capen, then Chancellor of Buffalo University, begins thus:

Since the beginning of the twentieth century American colleges and universities have undergone an essential transformation. . . . The body of knowledge with which higher institutions are called upon to deal has been vastly augmented. The natural sciences have had an especially rapid development. New methods both for creating and imparting knowledge in these fields have been devised. . . . To meet these new demands in pure and applied sciences, universities have spent immense sums for laboratories and apparatus. . . . Undergraduate instruction in the humanities has likewise been radically modified. The single textbook has given way to a wide range of reference material and the increasing output of scholars tends to make existing materials quickly obsolete. Most important of all, graduate instruction and research are no longer mere by-products. They have become a major activity of universities, involving nearly all the members of the teaching staffs and a rapidly growing body of mature students. It is obvious that these changes have completely altered the position of the university or college library. Demands are now made upon it that twenty-five years ago were unknown.⁴

How extensive the implications of the changing nature of higher education have been for college libraries Works' study revealed. He found that while the head librarian was usually given faculty rank and status that "too many" faculty members and administrative officers were prone to think of the remainder of the staff as discharging responsibilities essentially clerical in nature. He noted that while there is much such work in libraries, the

¹ As quoted by Samuel Rothstein, *Library Quarterly*, 23:7, January, 1953.

² Lyle, Gay R. *The Administration of the College Library*, 2d ed., New York, Wilson, 1949. p. 277.

³ Henry, W. E. "Academic Standing of College Library Assistants and their Relation to the Carnegie Foundation," *ALA Bulletin*, 5:261-63, July, 1911.

⁴ Works, George Alan. *College and University Library Problems*. Chicago, American Library Association, 1927. p. v.

activities of the librarians called for a greater breadth of scholarship and a much longer period of professional preparation than is required for clerical positions. In this connection he said:

The recognition of the titular librarian as a member of the faculty may have been an adequate method of dealing with the situation a generation ago when the staff in many institutions consisted of a librarian and a relatively untrained staff. It is entirely inadequate when a body of professional workers is developed such as was found to constitute a considerable proportion of the staffs of the libraries included in this study. In a substantial proportion of library positions this procedure will not bring to the library the type of personnel that can give the service expected by students and faculty. This condition should have more consideration than it has been given by university executives.⁵

That college and university administrators have, as recommended by Works, been giving serious and constructive attention to the duties of their librarians, as well as their qualifications, is shown by the fact that the doctor's degree in librarianship, which was unknown when Works made his study, is now increasingly found on the library staffs of colleges and universities, along with other advanced degrees. It is no accident that of the relatively few persons who have acquired the doctor's degree in librarianship since 1930, nearly all are to be found in the colleges or universities. Neither is it an accident that before the availability of doctoral graduates from library schools, and since then to some extent, colleges and universities have sometimes gone outside the library field to find, as their librarians, persons with advanced academic degrees.

"The time has definitely passed," say Randall and Goodrich in their *Principles of College Library Administration*, "when the same course of study will fit a man for librarianship in any sort of a library. The librarianship of a college library requires certain special training, particularly along lines which will enable the student to fit his library into the educational process."⁶ The truth of this statement is emphasized by the fact that we now

have in colleges and universities, science librarians, chemistry librarians, engineering librarians, art librarians, pharmacy librarians, social science librarians, humanities librarians, custodians of map collections, custodians of special collections, and librarians with numerous other specialties. These librarians must not only know and understand library methods and procedures. They must, in addition, be at home in their subject fields, meet faculty members in these subject areas on an equal footing and be completely familiar with and understand the terminology and the bibliographical practices of a highly specialized literature. Librarians of this kind are increasingly sought by colleges and universities and, fortunately, are being increasingly found.

Another landmark in the literature of librarianship, Harvie Branscomb's *Teaching with Books*, which is devoted entirely to the teaching functions of college and university libraries, leaves no room for doubt that college libraries are primarily a teaching instrument and that those who work in them, at the professional level, play a direct and vital part in the teaching process. Branscomb, who is now chancellor of Vanderbilt University, strongly emphasizes the necessity of improving the status of the librarian to equal, where this situation is not found, that of his faculty colleagues. Others who have written forcefully and authoritatively on the teaching function of the college library are Dr. Henry Wriston, president of Brown University and Dr. William Warner Bishop, for many years the eminent librarian of the University of Michigan.

Guy R. Lyle, in *The Administration of the College Library*, shows that in 1939, twelve years after the Works study, academic status was, in more than 50% of a group of institutions queried by Mrs. Miriam Maloy, accorded to library staff members holding the more important positions. Even the lesser positions, Mrs. Maloy found, were given academic rank in 40% of the institutions. By 1948 a study of southern institutions, as reported by Lyle showed that in 65% of the universities studied all professional staff members had faculty status; in a group of college libraries 56% of all the professional staff had faculty status while in the teachers colleges 90% was found to have such status.⁷ Further evidence of the trend toward academic rank

⁵ *Ibid.*, p. 82-83.

⁶ Randall, William M. and Goodrich, Francis L. *Principles of College Library Administration*. 2d ed., Chicago, University of Chicago Press and American Library Association, 1941. p. 121-22.

⁷ Lyle, Guy R. *op. cit.*, p. 276-80.

and professional status is the study by Lawrence S. Thompson published in *Library Trends*, July 1952. The Thompson article confirms an extension of academic status for librarians at an increasing number of institutions.⁸

Concrete evidence of the assignment of faculty status to librarians in a wide range of institutions is found in the U. S. Office of Education *Circular*, no. 370, March 1953, which, among other things shows the academic status of librarians at the institutions included. Twenty-seven of the institutions listed assign academic status to *all* their librarians and many others do so on a partial basis. This list is by no means complete and many institutions, such as Oregon State College and Oklahoma A.&M., which give academic status to their librarians are not included in it. When Works made his study in 1927 it is highly probable that not a single institution listed in *Circular* no. 370 was assigning faculty status to any member of the library staff other than the head librarian.

While it is still possible to find a good many colleges and universities which do not assign faculty status to their librarians, such institutions are, as the literature and current trends conclusively demonstrate, becoming progressively fewer. Of one thing we can be absolutely certain. No reputable and well-administered higher educational institution can be found which would maintain that its librarians, regardless of the status it assigns to them, do not make significant contributions to the teaching and research program. Once this is granted then there seems no valid or just reason for assigning a semi-clerical status to them. Certainly librarians qualify for academic status as readily as numerous other non-teaching staff members such as editors, deans of students, athletic coaches, student counselors, state extension workers and full time research workers, all of whom are quite generally accorded full academic status and rank by educational institutions.

LIBRARY STANDARDS OF EDUCATIONAL ASSOCIATIONS AND FOUNDATIONS

The increasing importance of libraries in higher education is reflected by the high standards, far above anything required in the early

part of this century, which are being set for them. In 1928, when the Carnegie Corporation embarked on an extensive and ambitious program to strengthen the college libraries of this nation it was, of course, concerned that the large sums of money it planned to devote to college library purposes would be effectively used. It therefore constituted an Advisory Group on College Libraries, charging it with the responsibility of a careful study of college libraries and formulation of advisory recommendations covering all phases of the development and operation of them. The work of this Advisory Group constitutes still another landmark in college librarianship. Included in its *College Library Standards*, published in 1932 and which formed the basis for grants to 81 colleges totaling \$961,000, are these pertinent recommendations relative to the library staff:

In view of the importance of the services rendered by the library staff, its members should receive adequate recognition in the academic community with respect to salary scales, standards for advancement, security of tenure, etc. . . . The college librarian should have administrative power covering the entire library organization, and should be responsible directly to the administrative head of the college. He should be considered as a member of the educational staff of the college.

The Northwest Association of Secondary and Higher Schools, makes this statement in its *Revised Manual of Accrediting Higher Schools, 1946*:

Staff: The librarian shall be a full-time staff member with a degree from a library school and shall have faculty rank and salary status. There shall be such other members of the staff as are necessary for the efficient administration of the library.

The Division of Nursing Education of the National League of Nursing in its *Guide to the Development of Libraries in Schools of Nursing, 1952*, has the following statement:

The librarian has faculty rating, with corresponding salary, obligations and privileges, which ensures attendance at nursing conferences, classes, and demonstrations of nursing care, and participation in discussions bearing on the development of teaching programs in the school.

The Southern Association of Colleges and

⁸ Thompson, Lawrence S. "Preparation and Status of Personnel," *Library Trends*, 1:95-103, July 1952.

Secondary Schools, in a report published in 1947, makes the following detailed recommendations relative to the functions of the college and university library and its staff:

Relation of the Library to Instruction: During the past two decades, the major interest in college libraries has been in their growth, in suitable buildings, and in librarians technically trained. At present, the prime concern of college teachers, librarians, and administrators is in the effective integration of the library with the teaching processes. The achievement of such integration calls for a clarification of the functions of the college library and for continuous planning and co-operation on the part of the administration, faculty, and a qualified library staff.

The Library Staff:

The Library Staff should be adequately trained, not only technically, but academically. This is essential to effective co-operation on a basis of mutual understanding and respect with faculty in instruction and in the promotion of the cultural development of students.

A. The library staff should be encouraged

1. To take courses while employed in order to round out their academic and professional education;
2. To take leaves for advanced study;
3. To participate in professional library organizations;
4. To contribute to library and educational literature;
5. To read widely in general and professional fields.

B. The librarian and his professional assistants should enjoy such academic status and administrative relations as will make them most useful to the institution. Toward this end, the librarian should be invited to serve on committees concerned with instruction.

The Classification and Pay Plans for Libraries in Institutions of Higher Education, published by the American Library Association in 1947, makes the following statement relative to the educational responsibilities and academic status of college and university librarians:

As all professional staff members contribute to the educational program of the institution they are deemed to be of an academic rank corresponding to deans, teaching staff, and departmental assistants. They should also enjoy the academic privileges including participation in retirement plans.

THE ACADEMIC CONTRIBUTIONS OF ACQUISITION AND CATALOGING LIBRARIANS

We found, in the defense of the academic status of our Oregon system librarians that even prejudiced laymen did not find it too difficult to appreciate the educational and research contributions and functions of public service librarians. It was difficult for such persons, however, to understand how an order librarian, a serials librarian or a cataloger, working entirely behind the scenes, could be an integral and significant part of the teaching and research process. These are some of the arguments we advanced in support of our contention that *all* the professional librarians of a modern college or university contribute to the teaching and research their institutions do.

The first and basic step in building a higher educational library is to decide what books, journals, maps, pictures, films, and recordings should be in the library. These decisions, in a college or university, are arrived at jointly by the acquisition librarians and faculty members, working cooperatively to gather those materials which will fully support the educational and research programs of their institutions. This is far more than a passive acceptance by the librarians of faculty recommendations. Extensive materials are added on the independent and scholarly judgement of the librarians. Obviously these processes require, on the part of acquisition librarians, a comprehensive knowledge of the entire range of scholarly literature in practically every field of intellectual endeavor. They also require harmonious working and a close acquaintance with members of the faculty, as well as an understanding of the teaching and research objectives of our institutions.

The all-inclusive nature of modern higher education is such that the materials needed in libraries must be drawn from all over the world and in a great variety of languages. This, of course, requires a working knowledge, on the part of acquisition librarians, of many languages, and familiarity with widely ranging trade and national bibliographies of the leading countries of the world, as well as of indexes and bibliographies in highly specialized subject literatures. Once having made the essential research contribution of finding and identifying needed literature, acquisition librarians must then administer the necessary purchasing processes. To do this efficiently

they must have an extensive knowledge of the book markets of the world, familiarity with foreign dealers, knowledge of foreign exchanges. They must also follow careful ordering procedures, with a correct use of the various languages. Without the fundamental and necessary work of this kind by acquisition librarians, in close collaboration with faculty members, the modern research university library could not exist. There can be no doubt then that acquisition librarians are important keystone contributors to the teaching and research of the modern university.

The catalogers of a college or university stand between the acquisition and serials librarians busily operating their dragnets to draw material from all parts of the world into the library and the service librarians whose functions it is to interpret and make easily available the totality of the library's holdings. It is the duty of catalogers to reduce to order and system a vast miscellany of materials flowing into the library, on almost every conceivable subject and from all over the world. These materials, arriving in complete subject confusion, the carefully wrought ministrations of the catalogers organize into easy findability. To do this satisfactorily, in a college or university, requires familiarity with the teaching and research program of the institution, an awareness of scholarly research trends and developments and a continuing introduction into the catalog of new scholarly terminology, as well as the elimination or revision of obsolete or outmoded terms. All this requires knowledge of scholarly and scientific subjects.

Catalogers sit at the fount, as it were, of the productivity of the human mind, reducing all to order and system. Working at the frontiers of knowledge they see and help to order its unfolding. While materials come to them in quantity they cannot be handled in quantity. Each book and pamphlet must be considered and handled as a separate entity and its content, regardless of language, sufficiently mastered to classify it satisfactorily both by numbers, and verbally by subject headings, and

to describe it so accurately that it becomes a unique bibliographical item which cannot be confused with the millions of other books in the world. Fundamentally this is an intellectual process, sometimes, in matters of principles and policies, profoundly so, and it is for this reason that persons of scholarly bent make the best catalogers.

By what the catalogers do in their daily work of absorbing new titles, and of eliminating outmoded subject terminology in favor of current usage, the research program of the college and university is squarely buttressed. Anyone who maintains otherwise fails to understand and appreciate the extensive and complex bibliographic machinery upon which the modern scholarly world rests. Catalogers who fashion and maintain the intricate bibliographical machinery necessary for operation of our libraries are indeed, in the most basic sense, important contributors to the teaching and research processes. Without their services higher educational institutions could not function at all either as teaching or as research agencies.

SUMMARY

The literature and the standards of accrediting agencies, as here briefly summarized, the inescapable and important function of the library in present day instruction and research, the increasing recognition of the library and librarians by educational associations and societies, and by individual educators, all these indicate that librarians are surely, although some of us may think too slowly, moving from their semi-clerical status of thirty years ago toward full acceptance as members of the academic family. Certainly we have reached a point, as R. B. Downs has so pungently noted,⁹ where a chief librarian can no longer with easy conscience accept faculty rank and academic status for himself, leaving his staff in a vague kind of academic no-man's-land between the faculty and the clerical staff.

⁹ Downs, R. B. "Are College and University Librarians Academic?" *COLLEGE AND RESEARCH LIBRARIES*, 15:12, January, 1954.

Five Year Index

A Five-Year Index covering volumes 11-15 (1950-1954) will appear in the April issue of *COLLEGE AND RESEARCH LIBRARIES*.

By CONSTANCE M. WINCHELL

Selected Reference Books of 1953-1954

INTRODUCTION

LIKE THE PRECEDING ARTICLES in this semi-annual series¹ this survey is based on notes written by members of the staff of the Columbia University Libraries. In this issue, these include assistants from the Reference, Science and Fine Arts Departments. Notes written by assistants are signed with initials.²

As the purpose of the list is to present a selection of recent scholarly and foreign works of interest to reference workers in university libraries, it does not pretend to be either well-balanced or comprehensive. Code numbers (such as G13 and 1A38) have been used to refer to titles in the *Guide*³ and its first *Supplement*.

BIBLIOGRAPHY

Totok, Wilhelm and Weitzel, Rolf. *Handbuch der bibliographischen Nachschlagewerke*. Frankfurt am Main, Klostermann, 1954. 258p. DM 8.50.

A selective bibliography of bibliographies, less extensive than Malclès, *Les sources du travail bibliographique* (*Guide Suppl.* 1A101) and intended mainly for student use. Emphasis is placed on European and American works, although there are some titles listed for Russia and the Far East; Latin America, Africa, and Australasia are omitted.

In two parts: first, a general section, covering national bibliographies, encyclopedias, library catalogs, biography, periodical indexes,

etc., and second, subject bibliographies. Entries are annotated, but information is brief and occasionally incomplete or misleading.

The introductory text to each section gives an outline of the types of books covered and their uses.—O.J.

PERIODICALS

Ranganathan, Shiyali Ramamrita. *Union Catalogue of Learned Periodical Publications in South Asia*. Published with the assistance of UNESCO. London, Indian Library Association, 1953-. v.1. £3. (In progress).

Vol. 1 of a planned three volume set is devoted to the physical and biological sciences. Vol. 2 will deal with the humanities and social sciences, and vol. 3, generalia and a cumulative alphabetical index. The work is based on information received from 210 libraries in Indonesia, Malaya, Thailand, Burma, Ceylon and India. The editor fears that this volume contains many inaccuracies, and indicates that a revised edition will be brought out. Arranged by the Colon classification system, the individual entries give the history of the periodical, and tell the volumes or years held by participating libraries. An alphabetical index (subject, title, sponsoring body, country of publication) refers back to the class-mark.—M.C.

Tortajada, A. and Amaniel, C. de. *Materiales de investigación. Índice de artículos de revistas (1939-1949)*. Madrid, Consejo Superior de Investigaciones Científicas, Biblioteca General, 1952. 2v. 250 Pesetas.

A new and valuable periodical index covering 128 journals from the sciences and the humanities, but since it is based upon periodicals issued by the Consejo, the index does not include many of Spain's important academic journals. The alphabetical listing combines

¹ COLLEGE AND RESEARCH LIBRARIES, January and July issues starting January 1952.

² Reference Department: Eleanor Buist, Mary Cunningham, Olive Johnson, Kenneth Lohf, Eugene Sheehy, John Neal Waddell.

Science Libraries: Rosalie M. Saitta, Russell Shank, Edward A. Swierth.

Fine Arts Library: Mary W. Chamberlin.

³ Winchell, Constance M. *Guide to Reference Books*. 7th ed. Chicago, ALA, 1951; *Supplement*, Chicago, ALA, 1954.

authors and subjects, and the headings used were based upon the Library of Congress, Sears, and other standard guides. Succeeding volumes are planned.—K.L.

DISSERTATIONS

Master's Theses in Science. 1952- .
Washington, Biblio Press, 1954- .
v.1- . \$7.00.

First of a proposed annual list in the field of pure and applied science, the work includes some 5,588 entries from 138 institutions. Items are numbered and arranged alphabetically by title under general subject. There is an index by institution, but none by author or specific subjects.—E.S.

RELIGION

American Theological Library Association.
Index to Religious Periodical Literature, 1949-1953. Compiled and edited by J. Stillson Judah with the assistance of Leslie Joan Ziegler. [Chicago] American Theological Library Association, 1953. 220p. \$6.00.

A joint effort of the 22 theological seminaries of the Association, this is a subject and author index to 31 periodicals not indexed elsewhere. The latter section of the volume is a supplementary author index of book reviews selected from most of these periodicals. Succeeding volumes are planned.—K.L.

The Encyclopaedia of Islam. New ed.
Prepared by a number of leading orientologists; edited by J. H. Kramers, H. A. R. Gibb, and E. Lévi-Provençal under the patronage of the International Union of Academies. Leiden, Brill; London, Luzac, 1954- . v.1, fasc. 1- . Gld. 10 per fasc. (In progress).

For first edition, 1911-38, see *Guide K255*.

A completely new edition expanded to include the results of recent research, in general it covers the same fields as before but with more information on economics, social matters, and art. Bibliographies accompany each article but details for the most frequently quoted works are found only in a composite

bibliography at the beginning of each fascicle.

To be complete in five volumes of about 1280 pages, six fascicles of 64 pages each will be published annually. A general index and an atlas of the Islamic world are planned to complete this edition.—M.C.

SOCIAL SCIENCES

Académie diplomatique internationale. *Dictionnaire diplomatique, comprenant les biographies des diplomates, du Moyen Age à nos jours, constituant un traité d'histoire diplomatique sur six siècles*, publié sous la direction de M.A.F. Frangulis. Genève, Paris, N.Y., Montevideo, Londres [1954?] 1261p.

An international biographical dictionary of diplomats including names from the Middle Ages to the present. Some articles are signed and some include bibliographies.

Linton, George E. *The Modern Textile Dictionary.* N.Y., Duell, Sloan and Pearce, 1954. 772 p. \$12.50.

Compiled by a specialist and covering the textile and related fields in their current and historic, domestic and foreign, general and specialized aspects. The following are represented: apparel, asbestos, color, history of costume, dyeing, fabrics, fashion and style, fibers and yarns, finishes and finishing, knitting, labor, lace, leathers, man-made and synthetic fibers, manufacturing processes, plastics, printing, sciences used in the trade, and spot and stain removal and care of clothing. There is a 32-page section of illustrations with cross references from the text, as well as charts and tables throughout.—K.L.

Lytle, William M. *Merchant Steam Vessels of the United States, 1807-1868.* "The Lytle List," comp. from official merchant marine documents of the United States and other sources. Ed. with an introd. by Forrest R. Holdcomper. Mystic, Conn., Steamship Historical Society of America, 1952[i.e. 1953]. 294p. (Steamship Historical Society of America Publication no. 6).

A revision and enlargement of *Merchant Steam Vessels of the United States, 1807-1856*, comp. under the author's supervision and issued by the Bureau of Navigation in 1931. Precedes in date *Merchant Vessels of the United States, 1866/67*, published by the U. S. Bureau of Customs. (Guide L403).

Gives information on name, tonnage, year and place built, first home port and disposition. There is a separate list of ships lost and one of ships converted to steam.

U.S. Library of Congress. Census Library Project. *Statistical Bulletins; An Annotated Bibliography of the General Statistical Bulletins of Major Political Subdivisions of the World*, prepared by Phyllis G. Carter. Washington, 1954. 93p.

At head of title: U.S. Library of Congress. Reference Dept., U.S. Dept. of Commerce. Bureau of the Census.

A companion to its *Statistical Yearbooks* (1953). (See COLLEGE AND RESEARCH LIBRARIES 15:294, July 1954).

Lists periodicals issued by an official agency more frequently than annually, covering statistics in several subject fields. Arranged by continent and then by country. Indicates beginning date, frequency, categories of statistical data, holdings in Washington libraries, etc.

DICTIONARIES

Raventós, Margaret H. *A Modern Spanish Dictionary*. London, English Universities Press, 1953. 123p. 45s.

Aimed at being up to date, this new and excellent Spanish-English, English-Spanish dictionary has been compiled to meet the particular needs of English-speaking readers and students. While obsolete words have been excluded, special attention is given to current scientific, political and social terms, such as cathode rays, atomic pile, Atlantic Charter, iron curtain, nylon stockings, etc. For each part there is a separately paged section giving geographical names whose spelling differs in the two languages, proper names, abbreviations, weights and measures, and currency. —K.L.

Wortabet, John and Porter, Harvey. *Eng-*

lish-Arabic and Arabic-English Dictionary; with a Supplement of Modern Words and New Meanings, by John L. Mish. N.Y., Ungar, 1954. 455p.; 423p. \$8.50.

A reprint of a basic dictionary, long out of print, with a selection of modern words and expressions appended as a supplement, which "should enable the student to read the average Arabic newspaper or book without missing the sense of many words." There is still an apparent need for a comprehensive modern dictionary of the language.—K.L.

SCIENCE

Who's Who in British Science, 1953. London, Leonard Hill, 1953. 292p. 42s.

This first edition lists more than 3,000 names in all fields of British science, pure and applied, in industry, research and the universities. Gives personal and professional details.

PHYSICS

Whitford, Robert H. *Physics Literature; A Reference Manual*. Washington, Scarecrow Press, 1954. 228p. \$5.00.

A carefully selected list of titles on physics and peripheral subjects. Presented in three sections, the first two listing titles according to "tool" uses—bibliographical information, history, biography, etc. The subject approach comprises the third section. Each chapter is introduced with brief definition of scope and aims and with mention of related sections. Library terminology is used so extensively that some expansion or simplification of language might make it more useful to the scientist and teacher. The occasional annotations are good. Format leaves something to be desired. It is especially valuable as a listing of a nucleus collection for a physics library.—R.M.S.

CHEMISTRY

Haynes, Williams. *American Chemical Industry: A History*. N.Y., Van Nostrand, 1945-1954. 6 vols. il. \$15.00 per vol.; \$76.00 per set.
Vol. 1: Background and Beginning, 1608-1911.

Vols. 2-3: The World War I Period, 1912-1922.

Vol. 4: The Merger Era, 1923-1929.

Vol. 5: Decade of New Products, 1930-1939.

Vol. 6: The Chemical Companies; Company Histories to 1948.

An encyclopedic work in 6 volumes, published during the ten-year period, 1945-1954, *American Chemical Industry* aims to trace the development of chemical manufacturing in the U.S. from 1608-1948. This comprehensive history is the work of Williams Haynes, editor of *Chemical Who's Who* (Guide, N214) and author of numerous publications dealing with the chemical industry. In many respects the set embraces many excellent reference features. The chapters are well documented with footnotes and extensive bibliographies. Each volume has a company and personal name index as well as a subject index; unfortunately there is no cumulative index for all six volumes. There are numerous portraits scattered throughout the text. Appendices contain much useful material, statistical as well as bibliographical.—E.A.S.

ETHNOLOGY

Murdock, George Peter. *Ethnographic Bibliography of North America*. 2d ed. New Haven, Human Relations Area Files, 1953. 239p. \$3.15.

The 1941 edition (Guide N312) is photographically reprinted and all new and corrected references are added as an appendix. New material is listed through 1950. The listing is classed by geographical area, and there is an index of tribal names but no general index. Also included is a map of tribal areas.—K.L.

ENGINEERING

American Petroleum Institute. Division of Refining. *Glossary of Terms Used in Petroleum Refining*. N.Y., 1953. 188p. \$1.50 unbound; \$3.00 bound.

This glossary, which aims to interpret correctly petroleum terminology, is limited to terms commonly encountered in the refining branch of the petroleum industry. The defini-

tions are intended for general, rather than technical usage, and are not to be construed as authoritative or specific definitions for legal purposes. The glossary is actually a compilation, as definitions were selected from various published sources, such as *Chamber's Technical Dictionary*, *Hackh's Chemical Dictionary*, *Hutchinson's Technical and Scientific Encyclopedia*, as well as other similar reference works. However, the individual source from which each definition was taken is not indicated. The definitions themselves are rather short, averaging 3 or 4 lines each; pronunciation is given for each term. Cross references are liberally used.—E.A.S.

Woldman, Norman E. *Engineering Alloys: Names, Properties, Uses*. 3d ed. Cleveland, American Society for Metals, 1954. 1034p. \$15.00.

Contains useful data on 19,280 proprietary, commercial and technical alloys, containing nearly all the alloys manufactured in the United States and many from foreign countries. The text is divided into five sections: (1) alloy index listing alloys by trade name; (2) alloy data giving composition properties, uses, with a key to the manufacturers; (3) directory of manufacturers; (4) index relating manufacturers to alloys; (5) useful data appendix. A first-class ready reference aid which should prove useful to public, college, and special libraries.—R.S.

PRINTING

Ascarelli, Fernanda. *La tipografia cinquecentina italiana*. Firenze, Sansoni antiquariato, 1953. 259p. il. (Contributi alla Biblioteca bibliografica italiana, 1).

A useful compilation of information about printers active in Italy in the 16th century. Arrangement is geographical by region, then alphabetical by city, then chronological by printer. Adequate indices.

FINE ARTS

Gunnis, Rupert. *Dictionary of British Sculptors, 1660-1851*. London, Odhams Press [1953]; Cambridge, Mass., Harvard University Press, 1954. 514p. il. 63s.; \$12.50.

This "attempted dictionary of British sculptors" contains more than 1700 individual entries for sculptors working in Great Britain between 1660 and 1851. Under the name of each artist is given his dates, a short biography and a list of signed or documented works. For important artists a fairly complete list of their works is included, while for minor craftsmen only their best productions are mentioned. Sources consulted are mentioned in the preface and references to authorities are made under the individual artist entries. Indices of places and of names (other than those of the artists) add to its usefulness.—M.W.C.

The Pelican History of Art, edited by Nikolaus Pevsner. London, Penguin Books, 1953- .

The projected 48 volumes of this English language history of art are scheduled to appear at the rate of 4 volumes a year (at the moderate price of 42s a volume) and will cover the art and architecture of the East and West from prehistoric times to the present day. Each volume, written by an outstanding British or American scholar, contains 250 to 300 pages of text and about 190 pages of half-tone plates as well as plans and drawings in the text. The inclusion of a bibliography, notes and index in each volume, and in some cases of a glossary of terms makes each volume a convenient handbook to the art of that particular period. The volumes which have appeared so far are: Waterhouse, Ellis Kirkham. *Painting in Britain, 1530-1790* [1953] Rowland, Benjamin. *The art and architecture of India; Buddhist, Hindu, Jain*. [1953] Summerson, John. *Architecture in Britain, 1530 to 1830*. [1953] Blunt, Anthony. *Art and architecture in France, 1500-1700*. [1953] Rickert, Margaret. *English medieval painting*. [1954]—M.W.C.

MOVING PICTURES

Padua. University. Centro cinematografico. *Bibliografia generale del cinema. Bibliographie générale du cinéma. General Bibliography of Motion Pictures*. A cura di Carl Vincent, Riccardo Redi e Franco Venturini. Roma, Edizioni dell'Ateneo [1953] 251p. \$6.00.

International in scope, this listing of several thousand titles constitutes a useful collection of books and, to a lesser extent, periodical articles on the major aspects of the subject. Representation of European and American titles is well balanced, and the tri-lingual text is a helpful feature. Materials are grouped under eleven general headings, with further subdivision in some cases; unfortunately, the index of personal and corporate names only is inadequate for this kind of arrangement, so that a good deal of searching is often necessary for titles on a specific subject. Many of the citations are bibliographically incomplete, and the proof-reading, at least of English names and titles, has been particularly careless.—J.N.W.

LITERATURE

Drevet, Marguerite L. *Bibliographie de la littérature française, 1940-1949*. Complément à la Bibliographie de H. P. Thieme. Genève, Droz, 1954- . fasc. 1- . (In progress).

This is a continuation of the bibliographies of modern French literature by Thieme (*Guide R578*) and Dreher and Rolle (*Guide R571*), and is arranged in similar form. The original list of periodicals indexed has been enlarged and new authors have been added. To date three fascicles have been received covering A to Julien Green.

Leclaire, Lucien. *A General Analytical Bibliography of the Regional Novelists of the British Isles, 1800-1950*. Paris, Belles Lettres, 1954. 399p. \$4.25.

A useful compilation based on three main periods—1800-1830, 1830-1870, after 1870—representing the growth of the genre from the novel of national manners to one with a conscious regional basis. For each author there are brief biographical notes, a listing of the novels pertinent to the scope of the work, their various editions, and the scene of each novel, wherever ascertainable. The editions listed are largely English, although for the more recent works some attempt is made to include American imprints. While many minor novelists are covered, it is difficult to see why George Eliot was included and not Jane Austen, or Liam O'Flaherty and not

James Joyce. There are indices of authors' names, place-names, and authors' names arranged under regions, as well as two maps, one with names of authors, the other with place-names important to the regional novel as treated.—K.L.

Olzien, Otto. *Bibliographie zur deutschen Literaturgeschichte*. Stuttgart, Metzlersche Verlagsbuchhandlung, 1953. 156p. (Annalen der deutschen Literatur. Ergänzungsheft 2.) DM 15.

Includes some sources covered by more comprehensive bibliographies, but emphasis is here placed on work published since J. Körner, *Bibliographisches Handbuch des deutschen Schrifttums*, 1949 (Guide R508), through the end of 1952. Includes bibliographies of individual authors arranged alphabetically.—O.J.

Woledge, Brian. *Bibliographie des romans et nouvelles en prose française antérieurs à 1500*. Genève, Librairie Droz, 1954. 180p. (Société de publications romanes et françaises. 42).

Arranged alphabetically by author, except for title entries of anonymous works, or works appearing in more than one version each by a different author. The compiler has tried to give the following information about each item: the standard work to be consulted, location of mss., early editions, modern editions, date of composition, source of material, clues to identity of author. In the preface and within the entries are many references to articles or books concerning individual novels or short stories, or these literary forms in general. There are six indices listing 1) mss., 2) printers, 3) authors, works, and literary themes mentioned, 4) place-names, 5) patrons, and 6) abbreviations.—M.C.

GENEALOGY

Bailey, Rosalie Fellows. *Guide to Genealogical and Biographical Sources for New York City (Manhattan), 1783-1898*. N.Y., The Author, 60 E. 80 St., 1954. 98p. \$4.50.

As either a specialized bibliography or a

manual of procedure in genealogical research, this work should prove frequently useful to the general librarian and invaluable to the specialist. "Revised from *The New England Historical and Genealogical Register*, v. 106-08, 1952-54," the guide consists of two main chapters, the first treating the period to 1855, the second continuing to 1898. Materials in each are arranged under a variety of classifications, such as court records, vital statistics, general and special directories, street maps, church registers, etc. Library and archival locations are given for collections as a whole and for types of material as well as for individual titles, and the explanatory text is pointed and clear. There is an adequate topical index, but the inclusion of titles cited in the text would have been helpful.—J.N.W.

HISTORY

Binani, G. D. and Rama Rao, T. V. *India —at a Glance. (A Comprehensive Reference Book on India)*. [Calcutta] Orient Longmans [1953] 1896 p. \$20.85.

Aimed at presenting "as succinctly and coherently as possible an all-round picture of the nation." Contains, in addition to brief articles and factual summaries, much statistical and directory-type information as well as some biographical sketches. Arrangement is by topic, and various aspects of government, politics, industry, finance, education, art and culture, etc., are treated. Sources for statistical tables are seldom given, but heavy reliance on government and official sources is asserted in the Preface. There is a general index, though there are numerous errors in alphabetization.—E.S.

Gebhardt, Bruno. *Handbuch der deutschen Geschichte*. Hrsg. von Herbert Grundmann. 8. vollständig neubearbeitete Auflage. Stuttgart, Union Deutsche Verlagsgesellschaft, 1954. . v.1- . Frühzeit und Mittelalter. RM34.

Scholars associated with several German universities have contributed chapters to a thoroughly revised eighth edition of this compendium of German history which first appeared in 1891-92. Cultural developments are

now incorporated with the general political account; constitutional, economic and social history receive separate treatment. The first volume covers the period from the origins to the end of the 15th century. Sources and general bibliography, listed at the beginning of each chapter, are supplemented by extensive bibliographic notes on subordinate topics, with particular attention to the literature of research on disputed points. Two additional volumes are announced, volume two to cover the period to the beginning of the 19th century, and volume three to the present.—E.B.

India: A Reference Annual. 1953- .
Delhi, Ministry of Information and Broadcasting, 1953- .

"Compiled by the Research and Reference Division."

A general governmental yearbook, comprising considerable directory-type statistical and textual information on the major services of the national government and the activities of the country as a whole.

Institute of East Asiatic Studies. *Korean Studies Guide.* Berkeley, University of California Press, 1954. 220p. \$3.50.

A topically arranged "handbook of basic information for pursuing the study of the various aspects of Korean culture." Each chapter has a brief introductory statement outlining the subject treated, followed by an annotated bibliography of the important works, Western and Oriental. Items are numbered, and there are separate author and title indices. Emphasis is on historical materials, and the natural sciences are almost entirely excluded.

Appendices include a list of rulers, publishing houses and societies, and a glossary.—E.S.

Jerusalem. Hebrew University. Economic Research Institute. *A Selected Bibliography of Articles Dealing with the Middle East, 1939-1950.* Jerusalem, 1954. 95p. \$2.00.

Confined to materials in the periodical collection of the Institute, the work includes articles in Hebrew, English, French, German and Italian relating to Middle Eastern political, social, cultural and economic conditions. Israel and Palestine are omitted (being separately covered, *Guide* V408), as is material on the oil controversy for which a future bibliography is proposed. Arrangement is by subject under country, with numbered entries in the original language, an English translation following the Hebrew listings. Preface and subject headings are in English and Hebrew. There is no author index.—E.S.

Mylius, Norbert. *Afrika Bibliographie, 1943-1951.* Wien, Verein Freunde der Völkerkunde, 1952. 237p. 40 Sch.

A mimeographed bibliography of African folklore and allied disciplines, based on the collections of the Wiener Museum für Völkerkunde, which includes titles of works published from 1943 to July 1952, thus supplementing H. A. Wieschoff, *Anthropological Bibliography of Negro Africa* (*Guide* N316) which covered through 1942. After general sections which list bibliographies and periodicals, the material is arranged by geographical regions and subdivided by subject. Periodical articles are not included.

Excerpt from "Dues Blues"

From *Stanford Library Bulletin*, vol. VI, no. 23, February 25, 1954:

"As if we didn't have trouble enough with income taxes, car registrations and the flu epidemic, the library associations have ganged up on us again with those greetings which arrive every year about this time . . .

"The question that always pops up when these bills for dues are received is 'What have these associations done for me?' And the answer is likely to be, 'Well, there's the annual conference, and the district and chapter meetings, and then the *Bulletin*—' . . .

"These incidentals to membership, the conferences and the journals, are in fact the least important reasons for joining the associations. The great thing is that, being committed to a profession, dependent on it for our daily bread, and attached directly to it willy-nilly for 35-40 hours a week, it behooves us to concern ourselves with the improvement of it, of the institutions or the committees it serves, and the conditions under which we must work at it."

College and University Library Statistics, 1953-54

Fewer libraries return the ACRL Statistics Questionnaire each year.

Group I Eighty institutions sent in figures for 1953/54 whereas 100 libraries replied in 1949/50. The continuity of reporting by the same institutions is increasing, and this year 64 libraries included in last year's compilation are repeated. Three libraries included in the tabulation a year ago failed to submit reports this year.

Only those institutions are included which report some salary data. This year more libraries submitted this important information although 17 libraries still withheld it for the top administrative positions.

Most librarians indicated that documents were included in the "volumes added" figure only if they were bound and fully cataloged. Only one library indicated a use of the bibliographical method of counting holdings, while two others reported a modified system of both physical and bibliographical methods. A few librarians did not answer the question.

Twenty-one, or 30% of the libraries reporting included serials in the periodical figure. There is apparent difficulty in sorting periodical titles out of a serials records file.

Although the questionnaire stipulated that only students enrolled in the Graduate College be reported as graduate students many libraries obviously included students in professional schools in this figure. Likewise some enrollment figures included extension students while others excluded them. If the statistics are to have any value for comparative purposes, consistency of reporting these statistics is essential.

Additional information was added this year on the length of the work week. Even though the trend seems to be toward a 40 hour 5 day week, it should be pointed out that many public service departments work a 5½ day week. If the non-professional employee's work week differed from the professional, the data for the professional staff were reported. (D.M.B.)

One hundred sixty-two libraries in Groups II and III reported this year compared with 140 last year, 158 the year before and 142 three years ago. Seventy of the 86 reports received in Group II and 70 of the 76 received in Group III were used in this compilation. Libraries with total operating expenses of \$33,000 or more are included in Group II. Libraries operating with less than that figure are included in Group III.

Medians were determined from the figures appearing without footnotes. Footnotes were omitted wherever possible to permit more numbers to be used in the calculation of the medians. (D.G.)

Teacher College Libraries

Again this year not enough questionnaires were returned by libraries in this group to fill the allotted space. The chairman of the committee made a special effort to increase the number to at least the maximum that could be used, but his efforts failed. On October 11, after the deadline for receipt of completed questionnaires had passed, he sent a reminder to those who had not returned them urging that they be sent in. A few replies that he received to these requests indicate that some librarians feel that they are doing the committee a favor to send in the questionnaire reports. These statistical tables are certainly not compiled for the pleasure of members of the committee. Many expressions over the years have shown that the statistics are very useful to many library administrators. It is to be regretted that there is still a lack of interest on the part of many, however, to the extent that they won't bother to report information about their own libraries. This year's reports fall short of the highest number that has been reported in the past, but represents four more than reported last year. All questionnaires that were received up to November 2 are included in this tabulation. (W.W.S.)

College and University Library

Library ¹	Fiscal Year Ending	Student Enrollment ²		Book Stock	Volumes Added	News-papers	Periodicals	Staff Salaries	Student Service	Library Operating	
		Total Under-graduate	Total Graduate							Total Salaries and Student Service	Total Staff Salaries and Student Service
1. Alabama.....	30Je54	5,249	403	470,748	31,891	100	3,173	\$ 161,971	\$ 25,631	\$ 187,605	\$ 187,605
2. Arizona.....	30Je54	4,969	345	335,118	9,032	45	3,151 ¹⁰	70,200	21,079	91,279	91,279
3. Brooklyn.....	30Je54	14,834	1,242	342,924	12,582	8	824	146,533	45,099	191,632	191,632
4. Brown.....	30Je54	2,722	368	817,514	20,363	20	6,000 ¹⁰	150,749	16,055	166,804	166,804
5. California (Berkeley)...	30Je54	11,503	3,824	1,986,818 ¹⁰	79,279	250	23,177 ¹⁰	1,102,004	241,027	1,433,031	1,433,031
6. California (Los Angeles)	30Je54	10,023	3,444	1,061,677	63,799	275	14,513 ¹⁰	643,329	180,972	824,301	824,301
7. Catholic U. of America.....	30Je54	1,657	1,728	448,687	10,636	19	3,300 ¹⁰	119,695	15,301	135,000	135,000
8. Cincinnati.....	31Ag54	11,183	1,348	672,989	14,908	10	1,935	143,423	32,500	175,923	175,923
9. City College (N.Y.).....	30Je54	26,048	2,434	417,783	15,367	9	1,906	262,992	34,750	297,742	297,742
10. Colorado.....	30Je54	7,254	873	783,504 ¹⁷	30,840	82	4,453 ¹⁰	192,038	32,500	224,538	224,538
11. Columbia ⁸	30Je54	9,997	15,262	2,069,705 ¹⁰	62,740 ¹⁰	123	10,475	883,986	.....	883,986	883,986
12. Cornell.....	30Je54	8,625	1,365	1,074,735	64,775	11	11,780	516,354	53,897	570,251	570,251
13. Denver.....	31Ag54	4,469	1,014	314,381	9,712	28	1,710	99,405	10,616	110,021	110,021
14. Florida.....	30Je54	8,460	1,166	564,464	36,979	152	3,369	131,439	46,749	178,188	178,188
15. Florida State.....	30Je54	5,316	817	382,298	30,698	98	2,267	292,939	11,420	304,359	304,359
16. Fordham.....	30Je54	6,424	2,246	398,473	10,123	6	1,032	97,650	18,000	115,650	115,650
17. Georgia.....	30Je54	4,175	427	311,193	11,907	34	2,551	146,355	10,128	156,483	156,483
18. Harvard.....	30Je54	4,411	5,647	8,833,116	130,169	10	1,935	143,423	15,301	158,724	158,724
19. Hawaii.....	30Je54	4,403	216	247,310	10,134	28	3,878 ¹⁰	106,427	8,408	114,835	114,835
20. Illinois.....	30Je54	18,070	3,058	2,789,863	100,377	625	13,774 ¹⁰	842,919	29,742	872,661	872,661
21. Indiana.....	30Je54	9,656	1,972	946,599	36,523	193	11,581 ¹⁰	526,865	46,817	573,682	573,682
22. Iowa.....	30Je54	5,881	1,808	830,838	30,216	110	5,110	271,875	45,525	317,400	317,400
23. Iowa State.....	30Je54	6,808	882	443,065	11,873	103	2,649	151,388	21,394	172,782	172,782
24. Joint University.....	30Ap51	3,367	1,084	655,274	24,839	33	3,994	121,347	30,966	152,313	152,313
25. Kansas.....	30Je54	6,304	833	601,192 ¹⁰	60,416	184	7,273 ¹⁰	204,312	45,346	249,658	249,658
26. Kentucky.....	30Je54	4,668	596	650,740 ¹⁰	44,433	160	3,575	145,056	15,076	160,132	160,132
27. Louisiana State ⁷	30Je54	6,223	1,882	625,813	34,683	105	8,701 ¹⁰	252,334	25,520	277,854	277,854
28. Maine.....	30Je54	2,882	77	200,703	8,697	16	1,451	31,782	8,475	40,257	40,257
29. Maryland.....	30Je54	10,912	2,658	284,463	14,721	114	3,804	152,074	24,536	176,610	176,610
30. Miami (Florida).....	31M54	9,889	429	380,877	34,162	42	2,817	171,333	19,842	191,175	191,175
31. Michigan.....	30Je54	10,456	7,004	3,304,434	58,018	104 ¹⁰	7,195	640,264	122,930	763,194	763,194
32. Michigan State.....	30Je54	13,326	1,453	684,920	70,619	69	4,690	135,290	62,732	200,022	200,022
33. Minnesota.....	30Je54	16,133	2,941	1,763,728	62,450	149	7,960 ¹⁰	483,604	87,481	571,085	571,085
34. Mississippi.....	30Je54	2,083	176	194,111	9,530	59	1,434	67,777	8,302	76,079	76,079
35. Mississippi State.....	30Je54	2,557	251	171,710	7,016	51	1,326	57,052	8,145	65,197	65,197
36. Missouri.....	30Je54	6,578	691	708,679	20,116	200 ⁹	3,000 ⁹	125,213	18,036	143,249	143,249
37. Nebraska.....	30Je54	6,129	642	535,538	19,038	140	8,883	212,520	32,853	245,373	245,373
38. New Hampshire.....	30Je54	2,738	164	211,845	11,533	49	1,336	55,332	11,903	67,235	67,235
39. New Mexico.....	30Je54	3,494	669	247,354	16,471	52	8,790 ¹⁰	79,353	18,777	98,130	98,130
40. New York (N.Y.).....	30Je54	16,480	16,306	1,017,226	31,291	23	8,000 ⁹	389,306 ⁹	.....	389,306 ⁹	389,306 ⁹
41. North Carolina.....	30Je54	3,871	1,895	662,978	29,473	73	4,500 ⁹	256,839	42,731	299,570	299,570
42. Northwestern.....	31Ag54	17,354	4,407	1,146,163	42,996	87	12,850 ¹⁰	289,410	60,155	349,565	349,565
43. Ohio State.....	30Je54	16,944	2,708	1,056,226	45,479	149	9,006 ¹⁰	400,292	55,064	455,356	455,356
44. Oklahoma.....	30Je54	8,018	1,083	504,382	26,165	359	4,989	159,973	28,885	188,858	188,858
45. Oregon ¹⁰	30Je54	3,512	831	537,868	26,172	180	3,358	183,663	16,887	200,550	200,550
46. Oregon State.....	30Je54	4,435	429	296,305	14,368	115	2,825	109,662	59,702	169,364	169,364
47. Pennsylvania.....	30Je54	9,920	5,292	1,371,193	47,863	106	5,772	428,099	33,013	461,112	461,112
48. Pennsylvania State.....	30Je54	10,192	1,337	386,296	18,368	76	4,278	186,131	54,491	240,622	240,622
49. Princeton.....	30Je54	2,892	537	1,275,793	34,018	67	30,000 ¹⁰	308,085	25,853	333,938	333,938
50. Purdue.....	30Je54	8,243	1,496	353,929	18,607	21	5,133	189,629	25,397	215,026	215,026
51. Rice.....	30Je54	1,429	200	249,736	13,740	10	2,529	65,808	20,772	86,580	86,580
52. Rochester.....	30Je54	4,528	679	580,699	17,122	45	3,163	158,083	14,442	172,525	172,525
53. Rutgers.....	30Je54	8,744	1,737	608,583	33,294	33	3,200	209,446	28,862	338,308	338,308
54. St. Louis.....	31Ag54	5,753	2,508	498,075	28,137	53	3,592	115,160	15,046	130,206	130,206
55. South Carolina.....	30Je54	3,073	398	299,105	14,058	50	1,200	84,659	16,966	101,625	101,625
56. Southern Methodist.....	30Je54	3,532	883	363,571	18,809	31	1,678	101,840	14,475	116,315	116,315
57. Syracuse.....	30Je54	6,999	2,087	387,694	12,514	35	2,525	160,844	25,377	186,221	186,221
58. Temple.....	30Je54	11,574	5,969	398,923	25,450	22	2,441	177,327	19,718	197,045	197,045
59. Tennessee.....	30Je54	4,892	946	307,117	12,487	26	3,336	130,054	8,588	138,642	138,642
60. Texas.....	31Ag54	11,868	1,958	1,005,284	45,531	160	7,203 ¹⁰	260,344	82,155	342,499	342,499
61. Utah.....	30Je54	5,977	1,165	307,909	17,160	53	5,951 ¹⁰	92,292	32,500	124,792	124,792
62. Vermont.....	30Je54	2,518	245	200,000 ⁹	4,977	10	1,400	65,849	7,029	72,878	72,878
63. Virginia.....	30Je54	3,844 ⁹	.....	746,834	37,018	127	3,751	236,919	24,807	261,726	261,726
64. Washington (St. Louis).....	30Je54	10,023	1,002	377,690	14,812	13	.....	141,291	27,965	169,256	169,256
65. Washington (Seattle).....	30Je54	11,251	1,797	842,928	49,255	215	9,691 ¹⁰	368,224	82,801	451,025	451,025
66. Washington State.....	31M54	4,590	466	850,000	12,251	200	3,000 ¹⁰	175,572	31,717	207,289	207,289
67. Wayne.....	30Je54	13,527	2,881	479,157	35,193	94	2,611	288,000	48,000	336,000	336,000
68. West Virginia.....	30Je54	4,377	573	283,345	13,808	96	1,906	140,050	25,659	165,709	165,709
69. Wisconsin.....	30Je54	10,821	2,525	947,896	38,310	17	11,000 ¹⁰	433,414	66,435	499,849	499,849
70. Yale.....	31M54	3,993	3,135	4,245,583	59,611	39 ¹⁰	8,829	636,541	.....	636,541	636,541
High.....	.....	26,048	16,306	8,833,116	130,169	625	23,177	1,102,004	241,027	1,433,031	1,433,031
Median.....	.....	6,263	1,737	531,166	25,811	63	3,168	161,974	25,659	187,633	187,633
Low.....	.....	1,429	77	171,710	4,977	6	824	31,782	7,029	40,257	40,257
N ¹⁰.....	.....	70	69	70	70	68	68	69	65	70	70

1 Central library and all agencies. 2 Resident and special students (no person counted twice). 3 Includes supplies, transportation, and all other non-capital expenditures not specifically reported. 4 Exclusive of capital expenditures and those for auxiliary enterprises such as dormitories, cafeteria, etc. 5 Boulder campus only. 6 Excludes Barnard, Teachers College, New York School of Social Work, and College of Pharmacy except for enrollment figures. 7 Includes Schools of Law and Medicine for first time. 8 Excludes NYU-Bellevue Medical Center. 9 Estimate. 10 Excludes School of Law and Medicine.

Statistics, 1953-54 (Group I)

Expenditures										Ratio of Library Expenditures to Total Institutional Expenditures (Per Cent)			Budget 1954-1955			
Books and Related Materials	Binding	Total for Books and Binding	Other Operating Expenditures ¹¹	Total Operating Expenditures	Per Student Operating Expenditures	Total Institutional Expenditures ¹²	Ratio of Library Expenditures to Total Institutional Expenditures (Per Cent)	Total Library Operating Budget	Books Periodicals and Bindings	Salaries and Wages						
\$ 90,273	821,122	\$111,395	\$22,452	\$ 321,652	\$ 56.85	\$ 6,053,340	5.3	\$ 325,000 ¹³	\$125,000 ¹⁴	\$ 175,000 ¹⁵	1.					
47,196	9,296	56,492	12,505	169,276	30.16	4,244,022	3.8	169,925	60,100	102,025	2.					
33,771	5,102	38,873	8,077	238,602	14.84	6,046,994	3.9	225,000	30,000	180,000	3.					
78,445	15,244	93,689	16,663	277,156	89.68	4,304,008	6.4	296,313	80,800	173,924	4.					
325,623	91,424	417,047	150,867	2,000,945	130.55	.....¹⁶	.....	2,041,810	485,361	1,446,414	5.					
315,861	73,573	389,734	81,151	1,295,186	96.17	14,672,683	8.8	1,335,616	398,535	851,082	6.					
42,062	.....	42,062	9,786	173,043	51.12	3,220,207	5.3	175,242	45,739	120,540	7.					
55,174	10,968	66,142	8,625	250,491	18.39	6,057,293	3.3	248,500	70,330	166,645	8.					
68,231	10,575	79,106	8,973	383,821	13.48	8,845,168	4.3	391,201	60,200	325,425	9.					
73,300	13,547	86,847	7,056	260,422	32.04	6,235,263	4.1	267,111	86,873	173,096	10.					
368,109	61,806	429,915	63,675	1,357,576	53.74	.....¹⁷	.....	1,234,529	287,853	886,345	11.					
..... ¹⁸	.....¹⁹	240,705	44,100	855,116	85.59	28,671,987	2.9	908,132 ²⁰	252,740 ²¹	609,057 ²²	12.					
33,907	4,130	38,136	3,597	151,754	28.00	3,130,050	4.8	155,460	42,000	109,760	13.					
..... ²³	.....²⁴	148,869	23,864	830,921	55.15	14,522,851	3.6	541,444	136,432	380,774	14.					
119,628	12,582	132,210	14,070	360,650	61.32	5,326,987	6.7	363,052	118,161	215,490	15.					
58,200	6,400	64,600	6,670	180,920	21.44	5,000,000	3.7	210,553	63,820	137,768	16.					
74,493	9,643	84,136	12,358	253,477	55.00	3,849,507	6.0	236,553	60,000	168,353	17.					
416,356	90,073	506,422	237,295	1,871,227	186.04	34,000,218	5.5	.....²⁵	.....²⁶	.....²⁷	18.					
49,090	9,354	58,444	6,883	175,292	37.95	4,292,100	3.9	179,599	82,929	117,383	19.					
..... ²⁸	.....²⁹	430,000	43,852	1,415,513	67.00	46,019,298	3.1	1,379,363	355,081	968,122	20.					
216,000	40,000	256,000	2,200	651,712	56.00	.....³⁰	.....	607,000	225,300	360,000	21.					
137,790	16,437	154,227	27,549	499,176	64.95	10,650,956	4.6	495,629	156,500	319,649	22.					
69,435	25,664	95,099	10,788	278,969	33.85	11,796,364	2.3	286,972	100,000	179,055	23.					
68,194	15,026	83,220	10,784	246,317	43.19	5,490,735	4.4	260,548	80,298	159,875	24.					
183,841	18,396	202,237	41,623	403,518	68.96	.....³¹	.....	511,819	192,000	284,019	25.					
85,187 ³²	17,019	102,206	8,685	271,023	51.40	9,000,000 ³³	3.0	245,000 ³⁴	92,000 ³⁵	144,601 ³⁶	26.					
169,012	23,179	192,191	17,705	483,840	61.98	13,018,421	3.7	519,571	179,170	323,634	27.					
23,051	1,922	24,973	896	60,126	22.00	3,762,097	1.7	74,070	25,600	46,210	28.					
88,932	13,861	102,793	12,617	292,020	22.51	17,600,510	1.7	267,458	78,200	181,558	29.					
105,142	15,620	120,762	11,537	326,474	31.64	8,797,680	5.6	343,899	118,241	210,660	30.					
242,817	45,793	288,610	46,300	1,098,104	62.89	36,309,760	3.0	1,213,513	299,635	863,528	31.					
151,200	17,675	168,875	21,354	395,721	25.98	.....³⁷	.....	432,391	190,350	219,639	32.					
251,361	42,021	293,382	57,662	922,129	48.34	34,832,607	2.6	905,126	273,899	598,731	33.					
20,106	7,293	27,399	4,654	108,152	47.86	2,178,838	4.9	96,475	20,000	73,005	34.					
16,441	8,267	24,708	7,741	97,646	34.77	3,572,539	1.9	93,950	25,950	65,000	35.					
92,797	12,559	105,356	19,415	268,020	36.30	10,769,267	2.5	273,000	105,000	147,000	36.					
109,728	13,385	123,113	21,586	390,081	57.70	11,668,796	3.3	493,928	122,623	261,330	37.					
25,921	5,582	31,503	3,908	102,376	27.54	3,714,503	2.7	110,004	30,535	73,800	38.					
44,108	8,674	52,782	5,592	156,504	37.59	2,975,126	5.3	150,361	40,971	92,315	39.					
74,007 ³⁸	17,788 ³⁹	91,795 ⁴⁰	29,120 ⁴¹	510,221 ⁴²	13.11 ⁴³	22,986,718 ⁴⁴	2.2	501,970 ⁴⁵	90,400 ⁴⁶	387,500 ⁴⁷	40.					
148,172	18,094	166,266	24,211	490,147	86.35	.....⁴⁸	.....	410,481	125,000	265,086	41.					
..... ⁴⁹	.....⁵⁰	197,295	31,589	578,449	48.09 ⁵¹	14,197,633	4.0	615,278	174,927 ⁵²	365,239	42.					
185,062	15,000 ⁵³	200,062	31,542	687,560	34.98	28,975,155	2.3	745,509 ⁵⁴	200,000 ⁵⁵	525,509 ⁵⁶	43.					
121,043	18,214	139,257	20,995	349,110	38.35	3,768,323 ⁵⁷	8.5 ⁵⁸	352,796	139,000	185,390	44.					
77,662	14,113	91,775	22,177	314,702	77.83	3,943,274	7.9	298,592	81,350	202,419	45.					
70,416	15,216	85,632	8,611	263,607	54.19	.....⁵⁹	.....	249,253	71,869	170,694	46.					
200,064	47,833	247,897	31,347	740,383	48.67	.....⁶⁰	.....	720,137	218,296	478,576	47.					
76,363	11,496	87,858	16,996	345,478	29.96	22,386,125	1.5	388,278	89,500	270,728	48.					
130,605	21,081	151,686	33,595	519,219	122.26	5,583,747	5.4	551,941	152,236	366,255	49.					
116,351	13,122	129,473	26,342	371,841	38.18	18,831,908	1.9	382,651	131,000	234,451	50.					
46,259	10,000	56,259	7,000	149,839	91.98	1,000,000	8.1	156,638	62,671	89,967	51.					
86,551	14,541	100,992	13,667	287,284	86.50	.....⁶¹	.....	290,867	95,744	183,498	52.					
..... ⁶²	.....⁶³	140,700	18,125	485,733	46.43	14,768,234	3.3	475,908	117,640	339,808	53.					
70,977	13,536	84,513	17,360	244,081	29.54	4,639,326	8.2	249,109	91,992	140,304	54.					
63,260	7,342	70,602	3,319	173,546	50.57	2,655,963	6.6	120,864 ⁶⁴	47,200 ⁶⁵	68,610 ⁶⁶	55.					
62,067	7,913	69,980	5,411	191,706	33.67	3,323,454	8.8	192,064	69,809	117,355	56.					
51,227	10,036	61,263	5,307	252,700	27.82	.....⁶⁷	.....	252,470	80,000	186,920	57.					
64,409	9,678	74,087	10,235	281,367	15.87	7,251,972	3.9	307,000	80,000	217,000	58.					
104,696	11,415	116,111	8,108	262,861	45.60	6,337,614	4.1	220,000	61,800	151,200	59.					
170,806	29,251	200,057	23,825	866,381	40.96	.....⁶⁸	.....	596,212	175,300	382,912	60.					
81,581	13,996	95,577	17,188	337,647	33.27	6,978,704	3.4	235,572	83,005	134,807	61.					
21,343	5,569	26,912	11,991	111,781	40.45	3,853,425	2.9	110,750	27,500	77,450	62.					
94,406	19,763	114,169	29,225	405,120	105.00	5,800,000	7.0	420,000	120,000	275,000	63.					
..... ⁶⁹	.....⁷⁰	88,745	17,099	285,100	25.85	9,278,074	3.1	309,956	91,560	191,400	64.					
119,287	46,307	165,594	37,303	635,922	50.12	13,928,255	4.7	632,295	153,528	444,967	65.					
74,986	6,646	81,632	9,400	298,224	38.98	.....⁷¹	.....	302,965	80,000	214,865	66.					
156,895	10,761	167,656	18,736	523,392	92.87	11,326,228	3.6	559,291	148,000	393,516	67.					
57,421	13,241	70,662	14,246	250,617	50.62	6,686,472	3.7	256,230	70,800	173,230	68.					
172,423	38,523	210,946	31,806	742,610	55.64	23,617,000	3.1	739,984	209,500	492,385	69.					
..... ⁷²	.....⁷³	423,837	.....⁷⁴	1,050,378	140.35	18,766,606 ⁷⁵	8.6	985,061	325,368	659,693	70.					
416,350	91,424	506,422	257,295	2,000,945	186.04	46,019,298	8.8	2,041,810	485,361	1,446,414	High					
81,581	13,928 ⁷⁶	102,499 ⁷⁷	16,998	318,177	47.14 ⁷⁸	6,967,998 ⁷⁹	3.9	307,000	92,000	202,419	Median					
16,441	1,922	24,708	896	60,126	13.11 ⁸⁰	1,600,000	1.5	74,070	20,000	46,210	Low					
63	62	70	89	70	70	38	58	60	60	60	N ⁸¹					

11 Knoxville campus only. 12 Not reported or not available. 13 Excludes Schools of Dentistry and Medicine. 14 Number of libraries on which high, median and low are based. 15 Includes graduate students. 16 Adjusted figure. 17 Includes documents. 18 Includes serials. 19 Excludes microfilm. 20 Includes duplicates. 21 Includes \$1,500 nonalaried service. 22 Includes \$7,500 nonalaried service. 23 Includes \$12,000 nonalaried service. 2

College and University Library Salary

Salaries as of September 1, 1954

Library ¹	Librarian	Associate or Assistant Chief Librarian		Department Heads		Number	Head Librarian School, College, and Departmental (Prof.)		Number
		Minimum	Maximum	Minimum	Maximum		Minimum	Maximum	
1. Alabama	\$ 7,250	\$ 5,300	\$ 8,112	\$4,000	\$5,300	8	\$ 4,100	\$ 3,600	1
2. Arizona	9,700	7,008	9,384	3,923	4,900	3	4,100	3,600	1
3. Brooklyn	7,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
4. Brown	14,700	5,300	8,112	3,923	4,900	3	4,100	3,600	1
5. California (Berkeley)	12,600	5,300	8,112	3,923	4,900	3	4,100	3,600	1
6. California (Los Angeles)	6,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
7. Catholic U. of America	8,136	5,300	8,112	3,923	4,900	3	4,100	3,600	1
8. Cincinnati	9,950	5,300	8,112	3,923	4,900	3	4,100	3,600	1
9. City College (N.Y.)	8,800	5,300	8,112	3,923	4,900	3	4,100	3,600	1
10. Colorado	11,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
11. Columbia	12,600	5,300	8,112	3,923	4,900	3	4,100	3,600	1
12. Cornell	12,600	5,300	8,112	3,923	4,900	3	4,100	3,600	1
13. Denver	9,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
14. Florida	9,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
15. Florida State	9,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
16. Fordham	8,500	5,300	8,112	3,923	4,900	3	4,100	3,600	1
17. Georgia	8,100	5,300	8,112	3,923	4,900	3	4,100	3,600	1
18. Harvard	12,600	5,300	8,112	3,923	4,900	3	4,100	3,600	1
19. Hawaii	9,120	5,300	8,112	3,923	4,900	3	4,100	3,600	1
20. Illinois	14,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
21. Indiana	10,700	5,300	8,112	3,923	4,900	3	4,100	3,600	1
22. Iowa	9,800	5,300	8,112	3,923	4,900	3	4,100	3,600	1
23. Iowa State	9,800	5,300	8,112	3,923	4,900	3	4,100	3,600	1
24. Joint University	9,800	5,300	8,112	3,923	4,900	3	4,100	3,600	1
25. Kansas	9,800	5,300	8,112	3,923	4,900	3	4,100	3,600	1
26. Kentucky	7,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
27. Louisiana State	7,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
28. Maine	6,400	5,300	8,112	3,923	4,900	3	4,100	3,600	1
29. Maryland	6,950	5,300	8,112	3,923	4,900	3	4,100	3,600	1
30. Miami (Florida)	9,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
31. Michigan	10,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
32. Michigan State	10,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
33. Minnesota	10,750	5,300	8,112	3,923	4,900	3	4,100	3,600	1
34. Mississippi	6,200	5,300	8,112	3,923	4,900	3	4,100	3,600	1
35. Mississippi State	6,200	5,300	8,112	3,923	4,900	3	4,100	3,600	1
36. Missouri	7,800	5,300	8,112	3,923	4,900	3	4,100	3,600	1
37. Nebraska	8,500	5,300	8,112	3,923	4,900	3	4,100	3,600	1
38. New Hampshire	6,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
39. New Mexico	6,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
40. New York (N.Y.U.)	10,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
41. North Carolina	10,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
42. Northwestern	10,500	5,300	8,112	3,923	4,900	3	4,100	3,600	1
43. Ohio State	10,032	5,300	8,112	3,923	4,900	3	4,100	3,600	1
44. Oklahoma	7,224	5,300	8,112	3,923	4,900	3	4,100	3,600	1
45. Oregon	10,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
46. Oregon State	10,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
47. Pennsylvania	8,400	5,300	8,112	3,923	4,900	3	4,100	3,600	1
48. Pennsylvania State	8,400	5,300	8,112	3,923	4,900	3	4,100	3,600	1
49. Princeton	12,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
50. Purdue	12,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
51. Rice	8,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
52. Rochester	10,860	5,300	8,112	3,923	4,900	3	4,100	3,600	1
53. Rutgers	12,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
54. St. Louis	6,500	5,300	8,112	3,923	4,900	3	4,100	3,600	1
55. South Carolina	6,500	5,300	8,112	3,923	4,900	3	4,100	3,600	1
56. Southern Methodist	6,636	5,300	8,112	3,923	4,900	3	4,100	3,600	1
57. Syracuse	7,900	5,300	8,112	3,923	4,900	3	4,100	3,600	1
58. Temple	7,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
59. Tennessee	8,500	5,300	8,112	3,923	4,900	3	4,100	3,600	1
60. Texas	9,020	5,300	8,112	3,923	4,900	3	4,100	3,600	1
61. Utah	7,900	5,300	8,112	3,923	4,900	3	4,100	3,600	1
62. Vermont	7,500	5,300	8,112	3,923	4,900	3	4,100	3,600	1
63. Virginia	8,010	5,300	8,112	3,923	4,900	3	4,100	3,600	1
64. Washington (St. Lou's)	7,600	5,300	8,112	3,923	4,900	3	4,100	3,600	1
65. Washington (St. Lou's)	11,004	5,300	8,112	3,923	4,900	3	4,100	3,600	1
66. Washington State	10,000	5,300	8,112	3,923	4,900	3	4,100	3,600	1
67. Wayne	11,700	5,300	8,112	3,923	4,900	3	4,100	3,600	1
68. West Virginia	6,750	5,300	8,112	3,923	4,900	3	4,100	3,600	1
69. Wisconsin	8,730	5,300	8,112	3,923	4,900	3	4,100	3,600	1
70. Yale	14,700	5,300	8,112	3,923	4,900	3	4,100	3,600	1
High	14,700	10,000	11,000	6,100	9,935	28	6,871	11,000	29
Median	8,800	6,035	7,618	4,296	5,220	5	3,700	5,500	5
Low	6,000	4,200	4,700	2,520	3,800	1	3,052	3,600	1
No.	83	42	21	68	63	66	33	49	55

1 Central library and all agencies. 2 Excludes student assistants and building maintenance staff. 3 Boulder campus only. 4 Excludes Barnard, Teachers College, New York School of Social Work, and College of Pharmacy except for enrollment figures. 5 Includes Schools of Law and Medicine for first time. 6 Excludes Schools of Law and Medicine. 7 Excludes Schools of Dentistry and Medicine. 8 Excludes NYU-Bellevue Medical Center. 9 Excludes

Statistics, 1953-54 (Group I)

Salaries as of September 1, 1954

All Other Professional			All Nonprofessional			Total Number of Employees in Full-Time Equivalent ²			Length of Work Week		Hours of Student Assistance	
Minimum	Maximum	Number	Minimum	Maximum	Number	Professional	Nonprofessional	Total	Hours	Days		
\$2,700	\$3,900	28	\$1,500	\$2,400	14	38	14	52	39	11	30,000	1.
3,125	3,700	7	2,650	3,300	10	12	10	22	39	5	24,160	2.
3,700	5,200	17	2,815	4,905	19	25	19	44	36	5	25,395	3.
2,760	3,600	12	1,740	3,030	39	31	37	68	38	5	19,361	4.
3,372	6,672	97	2,400	6,204	183	126	173	299	46	5	191,567	5.
3,540	6,672	65	2,400	6,060	85	80	85	165	40	5	153,365	6.
3,000	3,730	11	1,980	2,700	20	18	20	38	39	5	7,500	7.
3,098	4,092	10	1,992	2,652	22	17	30	47	40	6	21,299	8.
4,000	5,200	32	2,400	3,145	9	48	13	61	36	5	31,076	9.
3,411	4,092	8	2,064	3,564	18	20	18	38	40	5	43,126	10.
3,100	4,200	47	1,800	3,600	220	80	227	316	38	5	.....	11.
3,312	5,508	53	2,184	3,948	78	84	84	168	39	5	68,900	12.
3,520	3,800	8	1,920	2,970	17	18	17	35	37	5	15,829	13.
3,400	4,950	20	1,800	3,600	83	44	83	127	38	5	47,391	14.
3,500	4,500	20	2,300	3,200	20	34	20	54	40	6	19,311	15.
3,380	4,175	12	2,080	3,120	20	15	20	35	35	5	18,259	16.
3,250	3,800	15	1,850	2,500	25	26	25	52	39	6	15,029	17.
2,700	9,500	111	1,320	5,000	220	137	220	358	35	5	60,000	18.
2,875	4,200	11	2,040	3,355	16	17	16	33	40	6	14,655	19.
3,600	6,000	95	1,920	4,020	111	132	110	242	39	5	105,929	20.
3,200	5,000	23	2,160	3,573	53	40	53	93	38	5	.....	21.
3,600	4,600	17	2,130	3,300	48	30	47	78	40	5	49,472	22.
3,540	4,200	12	1,860	3,060	27	19	27	46	40	5	23,345	23.
1,800	3,300	6	1,590	2,700	15	28	14	40	40	5	61,932	24.
3,300	6,000	28	1,732	4,800	32	37	27	64	40	5	66,307	25.
2,400	3,672	14	1,644	2,196	23	28	26	54	39	6	30,000	26.
2,600	5,863	19	2,040	3,600	30	47	30	77	39	5	41,532	27.
2,460	4,300	5	1,664	2,405	4	6	6	12	39	5	10,051	28.
3,572	4,813	19	2,717	3,225	17	25	16	41	37	5	30,670	29.
3,300	4,048	11	1,920	2,700	39	20	38	58	38	5	25,836	30.
3,600	6,200	78	2,520	4,860	50	102	51	153	40	5	91,779	31.
3,240	4,140	14	2,540	4,380	21	25	21	46	40	5	62,732	32.
3,480	5,160	68	2,100	3,720	44	91	44	135	40	5	89,143	33.
2,900	3,200	5	1,800	2,560	5	12	6	18	38	6	16,000	34.
2,700	3,600	6	1,750	2,400	19	12	7	19	41	5	14,896	35.
3,000	3,600	10	1,560	2,500	19	21	20	41	39	5	26,735	36.
3,600	5,030	24	1,800	4,050	31	34	30	65	41	5	43,909	37.
3,200	3,500	3	1,700	2,300	9	9	7	16	40	5	18,970	38.
3,900	4,500	4	2,300	2,480	8	12	8	20	39	5	22,320	39.
3,300	6,300	27	1,800	3,600	91	36	91	127	38	5	.....	40.
2,700	4,842	26	1,709	3,150	25	57	25	82	39	5	55,642	41.
3,000	5,500	27	1,895	3,030	33	45	33	98	37	5	57,794	42.
3,192	5,124	43	2,208	6,300	90	54	96	150	40	5	68,000	43.
3,000	4,000	14	1,800	2,520	23	29	23	52	40	5	48,030	44.
3,250	4,200	15	1,956	3,264	26	28	26	54	40	5	19,269	45.
3,200	4,710	17	2,040	3,264	18	34	16	40	40	5	26,136	46.
3,200	5,500	31	1,820	3,500	94	55	99	154	39	5	31,259	47.
3,300	4,200	20	1,860	3,144	36	32	34	66	40	5	66,051	48.
3,120	4,580	19	1,560	3,600	95	28	81	112	36	5	14,000	49.
4,100	5,500	8	2,640	3,600	32	23	30	53	40	6	30,710	50.
2,700	3,400	7	2,400	2,700	9	13	8	21	40	5	.....	51.
3,000	4,500	16	2,080	2,850	28	26	28	55	35	5	22,335	52.
3,472	5,412	14	2,040	3,600	40	33	40	73	38	5	30,000	53.
2,400	4,800	4	2,100	2,400	24	17	24	41	39	5	20,061	54.
3,000	3,200	7	1,800	2,500	18	14	18	32	39	6	25,000	55.
2,700	3,060	12	2,000	2,400	12	23	11	34	39	5	21,663	56.
2,700	3,660	21	1,200	2,400	28	34	29	63	38	6	26,870	57.
3,500	4,020	18	1,560	3,360	25	33	25	58	36	5	24,696	58.
3,000	4,300	8	1,800	3,400	29	17	38	55	38	5	11,692	59.
3,374	4,848	19	2,280	3,168	37	43	33	78	40	5	114,396	60.
3,200	4,000	9	2,400	3,000	5	19	25	44	40	5	45,000	61.
2,000	4,000	9	1,680	3,300	6	13	6	19	37	5	8,962	62.
3,312	4,920	20	2,112	3,600	40	29	40	69	40	5	35,500	63.
2,700	3,720	10	1,800	3,000	30	19	36	55	34	5	.....	64.
3,120	5,820	34	2,160	4,200	60	46	70	117	40	5	85,181	65.
3,600	5,760	15	2,400	3,840	35	21	35	56	40	5	37,314	66.
4,530	6,307	18	3,643	5,401	41	36	34	61	40	5	61,369	67.
3,230	5,000	13	1,870	3,230	32	22	39	61	39	5	35,398	68.
5,432	5,576	60	2,172	3,612	25	81	25	106	40	5	83,044	69.
2,800	4,200	77	1,680	3,000	115	103	132	236	37	5	.....	70.
4,530	9,500	111	3,043	6,300	220	137	227	358	41	6	191,567	High
3,200	4,470	16	1,968	3,247	27	27	27	55	39	5	30,690	Median
1,800	3,000	2	1,200	2,196	4	6	6	12	35	5	7,500	Low
70	70	70	70	70	70	70	70	70	70	66	64	N ¹⁴

mate. 10 Knoxville campus only. 11 Includes student assistants. 12 Not reported or not available. 13 Curator of oriental collections. 14 Number of libraries upon which high, median, and low are based. 15 Acting director. 16 Includes all hourly help. 17 Ten months only. 18 Included with department heads.

College and University Library

Library	Fiscal Year Ending	Student Enrollment Total Under-graduates	Total Graduates	Book Stock	Volumes Added	Newspapers Currently Received	Periodicals Currently Received
1. Akron (Ohio).....	31De53	3,896 ¹	46	96,164	3,505 ^a	11	592 ^j
2. Alaska.....	30Je54	345	14	36,719	1,867 ^k	11	563 ^j
3. Allegheny (Pa.).....	30Je54	900	7	131,664	3,289 ^a	9	808 ^j
4. American (D.C.).....	30Je54	3,419	2,300	161,728	1,447 ^a	7	570 ^j
5. Antioch (Ohio).....	30Je54	900	...	81,567	2,021 ^a	9	544 ^j
6. Baldwin-Wallace (Ohio).....	30Je54	1,277	...	58,357	2,285 ^b	7	496 ^j
7. Baylor (Texas).....	31Ag54	4,496	421	226,677	9,145 ^b	43	1,161 ^j
8. Beloit (Wis.).....	30Je54	890	3	181,129	1,425 ^a	12	510 ^j
9. Boston (Mass.).....	30Je54	4,462	1,319	425,678	7,577 ^a	30	1,476 ^j
10. Bowdoin (Me.).....	30Je54	768	...	234,492	4,416 ^b	11	567 ^j
11. Brigham Young (Utah).....	31Ag54	6,347	243	218,192	9,664 ^a	37	887 ^j
12. Bryn Mawr (Pa.).....	30Je54	607	148	231,041	6,175 ^a	8	846 ^j
13. Bucknell (Pa.).....	30Je54	1,846	26	138,719	8,894 ^a	13	975 ^j
14. Carleton (Minn.).....	30Je54	800	...	148,336	2,603 ^b	19	483 ^j
15. Central (Ohio).....	30Ap54	820	...	28,193	2,435 ^a	21	357 ^j
16. Claremont Amos. Coll. (Calif.).....	1Je54	1,700	200	230,000	9,936 ^a	30	1,299 ^j
17. Clemson (S.C.).....	30Je54	2,643	31	141,281	7,116 ^d	43	986 ^j
18. Colby (Me.).....	30Je54	1,060	...	101,928	4,637 ^a	5	581 ^j
19. Colgate (N.Y.).....	30Je54	1,329	33	211,020	3,529 ^d	24	562 ^j
20. Colorado A&M.....	30Je54	3,363	180	169,070	4,764 ^d	8	1,306 ^j
21. Dartmouth (N.H.).....	30Je54	2,653	204	727,467	15,006 ^a	47	2,402 ^j
22. Denison (Ohio).....	31Je54	1,236	...	104,199	3,453 ^a	18	538 ^j
23. DePaul (Ind.).....	30Je54	1,722	17	124,630	3,622 ^a	16	821 ^j
24. Detroit U. (Mich.).....	30Je54	7,668	519	166,065	6,841 ^b	10	1,227 ^j
25. Dickinson (Pa.).....	30Je54	968	...	97,646	2,412 ^b	16	368 ^j
26. Duquesne (Pa.).....	31My54	3,333	332	61,817	4,702 ^a	7	942 ^j
27. Hamilton (N.Y.).....	30Je54	584	...	233,746	4,778 ^b	8	551 ^j
28. Holy Cross (Mass.).....	31My54	1,830	7	163,456	3,192 ^k	27	241 ^j
29. Houston (Texas).....	31Ag54	8,787	1,545	128,389	16,081 ^a	16	1,724 ^j
30. Howard (Ala.).....	31Ag54	1,972	...	44,708	2,600 ^b	28	650 ^j
31. Howard (D.C.).....	30Je54	2,557	887	300,377	9,645 ^a	30	1,583 ^j
32. Hunter (N.Y.).....	30Je54	11,338	903	186,187	8,170 ^b	5	630 ^j
33. Idaho State.....	30Je54	1,263	...	45,481	3,960 ^a	87	797 ^j
34. Illinois Inst. of Tech.....	31Ag54	5,271	1,038	121,867	2,026 ^a	3	922 ^j
35. Knox (Ill.).....	30Je54	775	...	79,953	3,025 ^a	10	325 ^j
36. Lewis and Clark (Ore.).....	31My54	960	21	30,176	3,364 ^a	29	459 ^j
37. Marygrove (Mich.).....	30Je54	660	...	68,663	2,970 ^a	12	459 ^j
38. Massachusetts U.....	30Je54	3,504	310	189,670	7,004 ^b	5	834 ^j
39. Michigan Coll. of Min. & Tech.....	30Je54	1,499	19	62,921	1,435 ^a	26	604 ^j
40. Mills (Calif.).....	30Je54	497	60	108,806	1,839 ^b	3	459 ^j
41. Montana State.....	30Je54	1,891	88	97,443	4,071 ^a	32	1,786 ^j
42. Mount Holyoke (Mass.).....	30Je54	1,185	45	240,152	5,171 ^a	13	725 ^j
43. Muhlenberg (Pa.).....	31My54	676	...	87,125	2,760 ^a	11	415 ^j
44. North Carolina State.....	30Je54	3,758	287	134,018	11,542 ^a	38	1,770 ^j
45. North Texas State.....	31Ag54	4,219	357	259,974	25,009 ^a	40	1,354 ^j
46. Occidental (Calif.).....	30Je54	1,239	76	113,271	4,172 ^a	16	679 ^j
47. Ohio U., Athens.....	30Je54	4,304	154	233,479	7,492 ^d	14	1,098 ^j
48. Pittsburgh (Pa.).....	30Je54	11,839	3,562	684,229	23,800 ^a	6	1,592 ^j
49. Rollins (Fla.).....	30Je54	639	...	88,437	3,434 ^a	15	357 ^j
50. Roosevelt.....	31Ag54	2,822	224	91,331	9,102 ^a	25	659 ^j
51. St. Catherine (Minn.).....	30Je54	854	...	80,605	2,199 ^a	18	464 ^j
52. St. John's (Minn.).....	30Je54	813	113	72,990	3,111 ^a	21	546 ^j
53. Skidmore (N.Y.).....	30Je54	1,004	...	73,811	2,304 ^b	7	549 ^j
54. Smith (Mass.).....	30Je54	2,169	83	204,200	9,433 ^a	31	1,313 ^j
55. South Dakota State.....	30Je54	1,622	51	106,389	3,059 ^a	14	1,040 ^j
56. South Dakota U.....	30Je54	1,340	85	148,198	4,100 ^b	13	1,389 ^j
57. Swarthmore (Pa.).....	30Je54	913	6	172,502	5,680 ^a	11	741 ^j
58. Texas A&M.....	31Ag54	5,783	415	258,962	19,222 ^a	49	3,507 ^j
59. Texas Christian.....	31Ag54	3,562	340	232,706	15,907 ^a	14	770 ^j
60. Tulsa U. (Okla.).....	31My54	2,113	134	155,791	6,990 ^a	17	874 ^j
61. Utah State Agric. Coll.....	30Je54	2,790	267	171,875	5,806 ^k	85	1,931 ^j
62. Valparaiso (Ind.).....	30Je54	1,796	...	75,069	4,016 ^b	12	418 ^j
63. Vassar (N.Y.).....	30Je54	1,414	13	296,774	8,409 ^a	26	1,200 ^j
64. Virginia Polytechnic.....	30Je54	2,966	199	183,055	24,386 ^a	91	1,775 ^j
65. Wake Forest (N.C.).....	30Je54	1,662	7	129,632	6,245 ^b	36	1,091 ^j
66. Wellesley (Mass.).....	30Je54	1,690	28	204,331	6,116 ^b	20	1,124 ^j
67. Wheaton (Ill.).....	31Je54	1,575	91	100,942	1,949 ^a	6	544 ^j
68. Wichita (Kan.).....	30Je54	3,680	280	111,212	7,745 ^d	9	816 ^j
69. William & Mary (Va.).....	30Je54	1,635	12	257,594	6,235 ^b	39	1,351 ^j
70. Williams (Mass.).....	30Je54	1,063	13	219,012	5,616 ^b	9	763 ^j
High.....		11,529	3,562	727,467	24,388	91	3,507
Median.....		1,695	134	148,267	4,637	6.5	733
Low.....		345	3	28,163	1,435	3	325
No.....		60	82	70	60	70	70

1 No breakdown for 1,828 evening students included here. 2 12,801 documents included which were not previously reported. 3 Includes student service. 4 Number of libraries on which high, median and low are based.

a Physical count, includes documents. b Physical count, does not include documents. c Physical count only reported. d Bibliographical count, in-

Statistics 1953-54 (Group II)

Library Operating Expenditures												Ratio Library ex- penditures to Total College Expenditures (Per Cent)
Staff Salaries	Student Service	Est. non- salaries Service	Total Salaries Est. non-sal. and Student Service	Books and Other Materials	Binding	Total Books and Binding	Other Expendi- tures	Total Operating Expendi- tures	Per Student Operating Expendi- tures	Total College Expendi- tures		
\$40,601	\$ 7,572	\$	\$48,173	\$16,644	\$ 2,173	\$18,817	\$ 3,567	\$ 70,557	\$ 17.90	\$1,425,207	4.95	
14,414	2,842	.....	17,256	14,637	.....	15,230	1,938	34,124	95.89	1,762,548	1.95
17,075	2,517	.....	19,592	10,810	1,065	11,875	1,760	33,227	35.46	720,042	4.61
27,575	8,284	.....	35,859	10,436	2,296	12,732	1,165	46,746	8.17	1,842,567	2.03
26,308	11,538	.....	37,846	12,851	1,229	14,080	1,053	52,979	53.03	1,067,627	5.11
23,205	1,250	.....	24,455	8,913	1,281	10,194	724	35,373	27.70	843,859	4.10
54,903	23,000	.....	77,903	40,000	10,000	50,000	17,016	144,919	30.02	2,250,300	6.41
23,750	3,249	.....	26,999	9,500	1,500	11,000	1,500	39,499	45.77	700,210	5.20
89,133	11,076	17,500	117,709	56,839	1,113	57,952	8,113	183,774	31.70	2,218,301	8.28	
27,028	3,381	.....	30,409	14,387	4,267	18,644	8,206	84,319	70.73	1,253,000	4.31
39,026	25,204	.....	64,230	27,111	4,149	31,260	18,661	114,151	17.32	3,484,244	3.28
44,235	3,244	.....	47,479	25,045	4,373	29,418	2,238	79,180	104.83	.....	.....
32,621	11,608	.....	44,319	16,561	3,868	20,429	1,927	66,675	35.62	1,540,740	4.23
22,235	925	.....	23,160	10,794	908	11,702	1,116	35,978	41.83	1,073,895	3.35
23,244	3,500	.....	26,744	8,413	800	6,213	980	33,937	41.39	1,486,122	3.28
51,000	13,850	.....	64,850	23,000	6,500	29,500	2,600	96,950	51.03	2,130,300	4.55
47,452	13,350	.....	60,802	29,251	7,391	36,642	.....	91,444	34.22	6,307,777	1.45
30,421	2,983	.....	33,404	17,044	2,357	19,401	1,667	44,472	44.08	1,030,162	4.32
25,024	11,118	.....	36,142	12,452	1,290	13,742	3,632	53,516	39.29	1,318,002	4.07
55,556	9,136	.....	64,692	13,994	6,499	20,493	8,529	90,714	25.80	.....	.....
171,298	9,837	.....	181,135	82,388	14,482	96,870	11,704	289,709	101.40	4,372,935	6.63
28,633	8,021	.....	36,654	12,070	1,539	13,609	3,033	80,296	40.69	1,111,846	4.52
21,266	3,322	.....	24,588	12,679	2,023	14,702	3,017	52,307	30.08	1,410,039	3.71
53,583 ^g	1,106	.....	54,759	34,949	3,245	38,194	3,961	96,514	11.79	.....	.....
25,200	2,450	.....	27,650	12,935	1,044	13,979	.....	41,629	47.96	686,905	6.06
30,700	4,721	.....	35,421	10,309	1,940	12,149	1,906	49,476	13.43	1,220,570	4.05
21,441	7,952	.....	29,393	11,940	282	12,222	7,319	48,954	83.79	980,017	4.99
16,303	8,145	7,000	31,448	10,100	1,200	11,300	20,359	63,107	34.35	896,914	7.04	
92,099	29,279	.....	121,378	54,412	2,555	56,967	13,572	191,917	18.58	4,319,051	4.45
22,655	8,709	.....	28,364	12,341	1,513	13,854	2,197	44,415	22.52	605,381	7.34
98,534	9,610	.....	108,444	29,065	5,193	34,258	5,429	148,131	43.01	2,982,385	3.72
100,116	34,146	.....	134,262	34,084	5,385	39,469	8,194	181,926	14.86	5,160,086	3.53
30,548	20,039	.....	50,587	18,300	3,500	21,800	3,300	75,687	59.53	1,238,620	6.11
38,700	3,200	.....	41,900	12,230	2,500	14,730	2,650	59,300	9.40	.....	.....
17,865	2,494	.....	20,359	8,730	1,485	10,215	4,632	35,206	45.43	728,509	4.83
21,000	4,697	.....	25,697	9,523	836	10,379	1,975	38,051	38.44	675,490	5.63
9,450	1,353	11,500	22,303	8,271	1,800	10,071	950	33,324	50.49	558,306	5.97	
39,808	4,248	.....	44,056	24,303	891	25,394	8,484	74,934	19.65	5,447,999	1.38
25,315	2,775	.....	28,090	10,246	1,692	11,938	905	41,023	27.02	1,772,341	2.31
23,517	1,131	.....	24,648	8,788	733	9,511	2,228	36,387	65.33	670,937	8.42
43,300	4,490	.....	48,240	16,800	4,000	20,800	1,600	70,640	35.69	3,395,210	2.08
51,714	1,920	.....	53,634	21,345	1,720	23,065	5,992	82,691	67.23	1,826,317	5.42
23,520	.....	609	34,189	7,136	886	8,022	993	33,204	49.12	843,617	6.11
76,426	8,819	.....	85,245	49,498	8,982	58,480	4,876	148,601	36.65	5,122,673	2.90
62,709	15,066	.....	77,775	45,570	8,498	54,068	9,959	141,802	30.99	2,377,455	5.96
38,798	3,730	.....	42,528	11,298	1,726	13,024	1,610	57,162	42.82	1,060,609	5.39
58,618	6,888	.....	65,506	28,529	3,662	32,191	4,732	102,429	22.98	3,391,902	3.02
177,404	10,682	.....	188,086	89,025	4,291	93,316	13,521	294,923	19.54	.....	.....
26,536	398	.....	26,934	4,690	529	5,223	1,484	33,443	53.17	660,280	5.06
69,914	1,237	.....	70,171	13,523	1,606	15,029	6,174	91,374	30.00	1,445,018	6.32
7,424	4,298	7,775	19,497	12,378	1,111	13,989	1,101	34,587	40.50	692,616	4.99	
2,600	1,973	15,250	19,825	11,158	2,250	13,417	1,249	34,491	37.25	805,942	6.82	
30,713	.....	.....	30,713	8,949	1,229	10,178	1,836	42,727	42.56	1,027,650	4.16
85,432	5,373	.....	90,805	32,797	4,357	37,154	6,980	134,939	59.92	1,108,800	4.34
25,470	8,300	.....	33,770	14,186	2,560	16,716	1,567	52,053	27.79	3,548,399	1.47
36,548	7,608	.....	44,156	22,936	3,611	26,547	3,853	74,556	52.32	1,803,205	4.13
37,255	3,553	.....	39,808	17,428	2,484	19,912	1,821	61,541	66.97	1,267,877	4.85
108,409	10,586	.....	118,995	89,438	6,225	95,663	8,022	222,680	35.93	8,181,049	4.30
41,067	8,352	.....	49,419	28,528	3,463	31,791	2,813	87,023	22.30	1,466,253	5.94
40,443	9,639	.....	50,102	30,903	2,573	33,476	9,222	82,602	36.87	1,359,423	6.09
50,936	45,672	.....	96,608	19,539	1,627	21,166	19,874	128,648	42.08	2,357,220	5.46
20,288	6,607	.....	26,895	11,280	956	12,245	180	39,320	21.97	908,023	4.33
107,839	5,562	.....	113,401	33,369	5,462	38,831	6,113	158,345	110.96	.....	.....
113,696	34	.....	113,640	36,874	9,297	46,171	5,822	165,633	52.33	4,867,707	3.40
37,534	5,447	.....	43,101	23,689	5,187	28,876	1,755	73,732	44.18	1,411,054	5.23
84,363	2,403	.....	86,766	30,289	5,248	35,537	3,888	125,891	73.28	2,213,912	5.60
16,310	4,882	.....	21,192	9,201	1,872	11,073	990	32,264	19.32	992,417	2.35
38,490	6,400	.....	44,890	28,940	2,676	31,616	1,902	78,318	23.60	1,474,349	5.31
84,416	6,217	.....	90,633	32,246	3,278	35,524	5,236	105,493	64.05	1,266,652	8.33
37,511	2,904	.....	40,415	22,050	3,953	26,003	3,501	69,919	64.98	.....	.....
177,404	45,672	17,500	188,086	89,438	14,482	96,870	20,350	294,923	110.96	6,307,777	8.33	
37,255	5,284	7,775	42,815	16,603	2,327	19,657	3,025	68,297	38.87	1,411,054	4.61	
2,600	34	609	17,256	4,699	282	8,025	180	33,204	8.17	505,943	1.38	
69	67	7	70	70	70	70	68	70	70	63	63	

cludes documents. ^a Bibliographical count, does not include documents. ^b Bibliographical count only reported. ^c Documents included, no physical or bibliographical count reported. ^d Documents not included, no physical or bibliographical count reported. ^e Includes non-periodical serials. ^f Does not include non-periodical serials. ^g Information (a-j) not reported.

College and University Library Budget

Budget, 1954-1955

Salaries September 1, 1954

Library	Salaries and Wages	Books Periodicals & Binding	Total Library Operating Budget	Chief Librarian	Associate Chief Librarian	Department Head		
						Minimum	Maximum	No.
1. Akron (Ohio).....	\$ 51,920	\$21,000	\$ 70,777					
2. Alaska.....	17,178	15,822	33,000	\$7,500				
3. Allegheny (Pa.).....	22,539	14,892	39,032					
4. American (D.C.).....	29,600	9,800	39,400	\$ 2,200	\$ 4,200	\$3,300		
5. Antioch (Ohio).....	38,800	9,800	50,450	6,650		3,600	\$5,000	4
6. Baldwin-Wallace (Ohio).....	24,000	8,000	32,700		6,500	3,400	4,100	3
7. Baylor (Texas).....	77,903	50,000	144,919					
8. Beloit (Wisc.).....	27,300	10,500	39,300	5,500	4,800	3,700		2
9. Boston (Mass.).....	125,000	60,000	195,000	7,500				
10. Bowdoin (Me.).....	32,160	19,000	53,660	7,750	4,980	3,400	3,800	2
11. Brigham Young (Utah).....	93,010	72,500	178,339	5,500	4,900	3,000	4,350	4
12. Bryn Mawr (Pa.).....	81,800	24,850	79,650					
13. Bucknell (Pa.).....	46,400	22,000	69,825	5,600		3,250	3,800	4
14. Carleton (Minn.).....	33,775	12,000	37,975					
15. Central (Ohio).....	27,944	9,000	38,944	5,200		2,635	3,440	3
16. Claremont Amos. Coll. (Calif.).....	71,552	30,000	110,352	6,600			3,629	
17. Clemson (S.C.).....	66,978	23,718	105,708	6,500	4,800	3,600	4,435	5
18. Colby (Me.).....	31,700	18,300	51,900	6,000	3,800	3,600		1
19. Colgate (N.Y.).....	40,705	13,600	54,989		4,300	3,600	4,300	3
20. Colorado A & M.....	66,240	28,260	92,500	6,350	5,000	4,475		1
21. Dartmouth (N.H.).....	109,800	87,475	299,300			2,400	4,800	13
22. Denison (Ohio).....	35,025	14,800	52,725	5,000		3,800		1
23. DePauw (Ind.).....	38,518	15,854	57,244					
24. Detroit U. (Mich.).....	82,277	48,780	138,057		5,000	4,800	6,500	3
25. Dickinson (Pa.).....	23,600	9,000	35,100	5,000				
26. Duquesne (Pa.).....	37,951	20,580	60,581	5,000				
27. Hamilton (N.Y.).....	30,400	14,000	49,150			3,300		3
28. Holy Cross (Mass.).....	31,500	12,000	63,500	7,000		3,200	4,000	3
29. Houston (Texas).....	126,500	60,000	201,500	8,040		4,200 ¹	4,850 ¹	7
30. Howard (Ala.).....	20,962	10,200	39,562	5,100	3,900	3,300		1
31. Howard (D.C.).....	101,019	38,029	143,782	6,970		4,163	5,000	4
32. Hunter (N.Y.).....	135,000	40,000	185,000	7,900	7,615	5,374	5,038	3
33. Idaho State.....	47,135	18,550	70,485	5,700	4,100		3,480	1
34. Illinois Inst. of Tech.....	42,090	15,200	60,720	7,500		3,700	4,850	2
35. Knox (Ill.).....	20,000	11,000	36,000	5,750		3,000	4,200	2
36. Lewis and Clark (Ore.).....	25,090 ¹	9,400	36,460 ¹	5,400 ¹	3,800	3,000	3,700	3
37. Marygrove (Mich.).....	23,123	11,000	35,123	4,000	3,000	3,000		3
38. Massachusetts U.....	87,170	35,175	125,675	6,700				
39. Michigan Coll. of Min. & Tech.....	30,430	14,310	45,951	5,295				
40. Mills (Calif.).....	23,517	5,000	28,917	6,200				
41. Montana State.....	31,720	22,500	76,480	6,000	5,100	4,350	4,450	2
42. Mount Holyoke (Mass.).....	56,100	22,500	81,610					
43. Muhlenberg (Pa.).....	23,440	9,000	35,840	6,000	4,800	3,400		
44. North Carolina State.....	89,785	79,000	174,535					
45. North Texas State.....	87,800 ¹	49,000 ¹	147,800	7,325	5,200	3,685	4,800	6
46. Occidental (Calif.).....	46,135	10,852	58,982	4,800		3,500	4,400	5
47. Ohio U., Athens.....	68,060	35,600	105,360	7,100				
48. Pittsburgh (Pa.).....	188,086	60,315	294,922			3,680		4
49. Rollins (Fla.).....	28,852	5,350	33,547	4,500		3,000	3,200	
50. Roosevelt.....	79,580	19,900	108,780	8,000		3,850	4,450	4
51. St. Catherine (Minn.).....	30,000	15,000	36,000	5,200		3,500	5,300	
52. St. John's (Minn.).....	19,350	11,500	32,425	6,600	3,500			
53. Skidmore (N.Y.).....	33,331	10,550	45,971	4,650				
54. Smith (Mass.).....	95,300	49,219	161,994			3,800	4,400	6
55. South Dakota State.....	33,200	11,300	45,700	6,100		4,000	4,100	3
56. South Dakota U.....	44,832	29,550	77,992	5,000		3,400	4,500	2
57. Swarthmore (Pa.).....	41,500	20,800	64,500					
58. Texas A & M.....	142,080	85,000	236,050	7,500	5,500	4,160	4,380	4
59. Texas Christian.....	47,505	34,000	84,845	5,000		3,900	4,364	3
60. Tulsa U. (Okla.).....	48,900	24,350	79,266	6,000		3,600	4,400	3
61. Utah State Agric. Coll.....	96,908	21,166	128,648	7,100	4,800	3,300	4,000	6
62. Valparaiso (Ind.).....	27,250	11,900	39,750	6,000			3,300	1
63. Vassar (N.Y.).....	114,803	29,307	162,475	6,300		5,800	5,800	4
64. Virginia Polytechnic.....	113,639	46,171	165,632			2,936	4,920	4
65. Wake Forest (N.C.).....	48,714	28,540	70,143	6,500		3,200	3,200	2
66. Wellesley (Mass.).....	99,695	30,000 ¹	139,650	6,500	5,000			3
67. Wheaton (Ill.).....	20,050	10,000	32,677	4,250	3,900	2,700	3,190	3
68. Wichita (Kan.).....	49,200	29,700	81,205	5,800		3,400	4,200	4
69. William & Mary (Va.).....	65,685	24,900	90,422	6,432		3,036	4,704	4
70. Williams (Mass.).....	40,380	25,300	68,880	7,250	3,100	4,200	4,500	2
High.....	199,800	93,315	299,300	8,040	7,800	5,500	6,800	13
Median.....	48,126	19,900	69,823	6,000	4,650	3,000	4,380	3
Low.....	17,178	8,000	28,917	4,000	3,000	2,400	3,190	1
No.....	68	67	69	52	24	40	39	45

1 Librarian on 9-months leave. 2 Plus pay for summer teaching. 3 Binding included in salaries and wages. 4 Does not include income from endowment. 5 \$5,000-\$5,500 (2). 6 Includes other operating expenses. 7 Plus 39 part-time. 8 9 months. 9 \$3,600-\$6,000 (6). 10 Plus one librarian not paid from library budget. 11 \$2,700-\$3,450 (3). 12 10 months. 13 \$3,500-\$5,500 (1). 14 104 months. 15 \$3,000-\$5,580. 16 \$4,163-\$5,478 (3). 17 \$3,300-\$3,600 (3). 18 \$3,500-\$4,402 (6). 19 \$3,720-\$5,320 (2). 20 \$3,200-\$3,600 (2). 21 \$4,200-\$5,000 (2). 22 38.5-40 hours weekly. 23 37.5 non-professional

and Salary Statistics—1954-55 (Group II)

Salaries September 1, 1954

Head of School or Dept'l Libraries	All other professional assistants		No.	All Non-professional assistants		No.	Total Number of Employees in Full-Time Equivalent			Hours in Work Week	Hours Student Assistance	
	Minimum	Maximum		Minimum	Maximum		Professional	Non-professional	Total			
.....	.....	.....	..	.....	.....	..	6	5.25	11.25	40	11,886	1-
.....	.....	.....	..	\$4,095	.....	1.5	1	1.5	2.5	40	1,802	2-
.....	.....	.....	..	.....	.....	..	4	2	6	40	4,274	3-
.....	.....	.....	..	.....	.....	..	6	3 ¹	9 ²	40	6,122	4-
.....	.....	.....	..	.....	\$2,700	1	5	1	6	40	10,836	5-
.....	.....	.....	..	.....	.....	..	4	2.5	6.5	39	2,400	6-
.....	.....	.....	..	.....	.....	..	9	3	12	40	41,818	7-
.....	\$2,700 ^a	.....	1	\$2,000	3,000	2.5	5	2.5	7.5	40	5,000	8-
.....	3,000	\$5,000	3	1,820	3,640	19	13	19	31	40	14,769	9-
.....	3,300	.....	1	1,768	2,392	2	4.7	3.3	8	.....	.....	10-
.....	3,600	4,800	7	2,400	.....	1	13	10	29	40	31,506	11-
.....	.....	.....	..	1,900	2,500	10	7.75	7.5	15.25	37.5	8,000	12-
.....	3,000	3,250	3	.....	3,000	2	7.5	2	9.5	40	5,215	13-
.....	3,200	.....	3	.....	.....	..	4	5	9	40	1,543	14-
.....	2,481	.....	1	2,800	.....	1	7	1	8	36	3,069	15-
.....	.....	3,500	..	2,200	2,400	..	6.5	8.5	15	40	18,000	16-
.....	3,194	3,600	5	2,111	2,400	4	11	4	15	41.5	8,055	17-
.....	3,000	.....	1	1,500	.....	7	4	7	11	38.5	542	18-
.....	.....	3,900	1	.....	2,000	7	6	7	13	39	5,140	19-
.....	3,600	4,475	4	2,520	3,120	8.5	7	8.5	15.5 ¹⁰	40	13,649	20-
.....	1,920	3,600	17	1,530	3,750	25	34.5	33.5	68	39	13,980	21-
.....	3,200	3,550	4	1,573 ¹²	2,400	4	6	4.8	10.8	38.5	5,294	22-
.....	.....	.....	..	.....	.....	..	6.5	4	10.5	40	5,360	23-
.....	2,000	4,500	2	2,400	3,240	14	7	13.5	20.5	40 ¹⁰	9,407	24-
.....	3,700	4,800	.....	1,200	2,300	..	4.5	3	7.5	38.5	3,943	25-
.....	3,000	4,290	3.5	1,440	3,000	4	8.5	4	1.3	..	11,000	26-
.....	3,100	.....	..	1,500	.....	..	4	6	10	.....	3,930	27-
.....	2,900	3,500	1	.....	.....	..	7	1	5	38	9,063	28-
.....	2,753 ¹⁴	3,973 ¹⁴	4	2,230 ¹⁴	3,180 ¹⁴	11	16.5	11.5	28	40	37,121	29-
.....	.....	.....	..	1,440	3,000	4	3.5	4.5	8	39	13,824	30-
.....	3,376	3,376	6	2,717	3,142	13	14	19	37	40	15,000	31-
.....	3,850	5,200	11	2,750	3,695	8	17.4	10	17.4	38.25	31,253	32-
3,420	3,420	3,600	2	1,800	2,220	4	7	3.1	10.1	40	21,148	33-
.....	3,000	3,500	1	2,400	2,700	4	7	4	11	38.5	5,600	34-
.....	.....	.....	..	1,920	2,360	2	3.5	2.5	6	.....	4,547	35-
.....	.....	.....	..	2,400	2,520	2	5	2	7	40	5,524	36-
2,500	.....	.....	..	2,600	.....	1	6	1	7	40	2,255	37-
.....	3,120	3,720	2	2,640	2,720	10	5	10	15	37.5	5,512	38-
.....	.....	.....	..	1,800	3,415	5	2	6	7	44 ¹⁰	3,178	39-
.....	.....	.....	..	2,940	2,940	1	5.5	1	6.5	37.5	1,700	40-
.....	3,000	4,150	6	2,290	2,200	3	9.5	4	13.5	38	5,919	41-
.....	.....	.....	..	.....	.....	..	8	8	16	37.5	3,338	42-
.....	2,600	.....	1	1,740	2,400	3	5	2	7	.....	.....	43-
.....	.....	.....	..	.....	.....	..	12	13	25	39	10,005	44-
5,200	2,800	4,600	3.75	2,400	2,600	2.6	12.75	2.6	15.35	40	41,614	45-
.....	.....	.....	..	2,400	3,500	6	6	5.25	11.25	40	4,644	46-
.....	2,400	3,820	2	1,824	3,780	11	8	12	20	39	14,318	47-
3,000	3,000	.....	11	1,380	.....	28	20	28	48	37.5	15,377	48-
.....	2,300	.....	..	1,750	.....	..	5.5	7	12.5	.....	530	49-
4,200	3,375	3,850	3	2,280	3,120	16	9	16	25	35	1,257	50-
.....	2,700	3,000	..	.....	.....	..	4	.....	4	40	8,596	51-
.....	.....	.....	..	1,500	3,000	2	3	2	4	48	3,720	52-
.....	2,080	3,750	3	.....	2,450	5	6	3.25	9.25	39	.....	53-
.....	2,600	3,600	8	1,680	2,550	14	16	14	30	37.5	.....	54-
.....	3,800	.....	1	1,800	2,400	1.75	5	1.75	6.75	44	11,000	55-
.....	4,500	2,826	3	2,200	2,300	3	8	5.5	13.5	38.5	7,891	56-
.....	.....	.....	..	.....	.....	..	8	4	12	40	3,383	57-
.....	3,220	4,080	10	2,040	2,790	25	16.67	25	41.67	40	12,099	58-
3,600	3,250	3,780	4	1,800	2,541	4	8	4	12	40	13,000	59-
4,400	3,000	4,380	4	1,800	2,830	3	9.5	2.5	12	39	12,251	60-
.....	2,700	3,600	5	2,100	2,700	5	13	5	18	40	761,070	61-
.....	.....	.....	..	1,490	1,890	2	4	2	6	40	11,530	62-
.....	3,200	5,000	9	2,080	3,380	16.5	15	16.5	31.5	37.5	8,173	63-
.....	3,168	3,938	8	1,920	3,024	21	17	21	38	40	.....	64-
.....	3,100	3,100	4	1,800	2,100	4	8.5	3.67	12.17	39	9,884	65-
.....	3,500	4,100	8	1,680	3,300	14	14	12.16	26.16	35	1,221	66-
.....	.....	.....	..	2,010	.....	1	5	1.25	6.25	40	.....	67-
.....	2,300	3,700	2	2,200	2,400	6	6	5.5	11.5	40	9,882	68-
2,430	3,168	.....	2	2,016	2,760	12	7.5	12	19.5	40	10,302	69-
.....	2,500	2,900	2	2,000	2,400	4.5	6	4.5	10.5	39	3,872	70-
5,207	3,850	5,200	17	4,095	3,780	35	34.5	33.5	68	48	761,000	High
3,600	3,050	3,765	3	2,000	2,700	4.25	6.75	4.65	11.38	40	7,973	Median
2,500	1,920	2,800	1	1,300	1,800	1	1	1	4	35	530	Low
9	44	36	43	32	48	54	70	68	68	61	64	N ¹⁰

24 35-38 hours weekly. 25 40 non-professional. 26 Number of libraries on which high, median and low are based. 27 35-40 hours weekly. 28 \$3,900-\$4,800 (1). 29 \$4,000-\$5,500 (2). 30 \$3,960-\$4,860 (2). 31 \$3,635-\$3,980 (2). 32 \$4,250-\$4,500 (2). 33 \$3,300-\$3,900 (2). 34 \$6,144-\$7,680. 35 \$4,920-\$6,148 (1).

College and University Library

—Library Operating Expenditures

	Fiscal Year Ending	Student Enrollment Total Under- graduates	Student Enrollment Total Gradu- ates	Book Stock	Volumes Added	New- papers Cur- rently Re- ceived	Periodi- cals Cur- rently Re- ceived	Staff Salaries	Student Service	Ext. non- salaried Service
1. Alabama College	31Ag54	562	..	64,444	1,520 ^a	18	428 ^j	15,300	2,435	.....
2. Alma (Mich.)	30Je54	502	..	58,851	1,075 ^b	6	196 ^j	5,150	591	.....
3. Anderson (Ind.)	30Je54	902	55	26,469	1,822 ^a	5	246 ^j	8,761	2,736	.....
4. Arkansas A & M	30Je54	672	..	26,606	2,347 ^a	17	236 ^j	7,750	1,800	.....
5. Ashland (Ohio)	1Je54	325	15	28,000	800 ^a	6	173 ^j	8,700	580	.....
6. Augustana (S.D.)	30Je54	649	..	35,223	1,191 ^a	6	263 ^j	7,000	1,810	.....
7. Aurora (Ill.)	30Je54	496	..	39,135	622 ^b	4	224 ^j	6,861	2,487	.....
8. Bard (N.Y.)	30Je54	293	..	68,761	2,347 ^a	11	332 ^a	18,989	1,800	.....
9. Bates (Me.)	30Je54	846	..	93,098	2,663 ^a	7	435 ^j	16,583	1,899	.....
10. Beaver (Pa.)	30Je54	488	..	31,355	1,172 ^a	8	195 ^j	8,383	540	.....
11. Bennington (Vt.)	30Je54	327	7	32,872	1,092 ^a	6	154 ^j	15,371	601	.....
12. Bethany (Kan.)	30Je54	285	..	31,175	..	7	200 ^a	3,850	1,473	.....
13. Birmingham-Southern	31Ag54	714	52	78,306	1,500 ^b	10	362 ^j	11,365	4,186	.....
14. Carroll (Wis.)	30Je54	544	..	34,899	1,435 ^a	7	253 ^j	6,055	2,173	.....
15. Cedar Crest (Pa.)	1Je54	402	..	33,930	878 ^a	4	190 ^a	4,983	429	.....
16. Colorado College	30Je54	907	23	157,888	..	19	611 ^j	19,736	2,871	.....
17. Concord (W.Va.)	30Je54	931	..	23,375	855 ^a	16	244 ^j	16,080	1,918	.....
18. Concordia (Minn.)	30Je54	1,107	..	43,255	1,643 ^a	15	275 ^j	9,425	2,206	.....
19. Davidson (N.C.)	1Je54	824	..	62,736	2,982 ^a	35	340 ^j	13,890	3,200	.....
20. Drury (Mo.)	31My54	681	..	36,877	1,900 ^b	10	283 ^j	5,596	1,470	.....
21. Earlham (Ind.)	30Je54	623	3	82,398	2,455 ^a	5	362 ^j	11,957	2,024	.....
22. Elmira (N.Y.)	30Je54	252	..	61,379	909 ^a	6	242 ^j	7,220	1,478	.....
23. Emory & Henry (Va.)	31Ag54	514	..	31,870	1,378 ^a	14	338 ^j	3,900	2,759	.....
24. Evansville (Ind.)	30Je54	1,052	138	36,702	2,509 ^a	7	290 ^j	9,800	1,447	.....
25. Findlay (Ohio)	30Ap54	253	12	17,929	849 ^j	3	184 ^j	3,520	837	.....
26. Geneva (Pa.)	30Je54	618	..	54,045	1,466 ^a	6	230 ^a	11,045	1,056	.....
27. Gettysburg (Pa.)	30Je54	1,206	..	72,799	2,537 ^b	5	242 ^j	11,325	4,074	.....
28. Grinnell (Iowa)	30Je54	832	..	117,275	1,618 ^j	13	463 ^j	21,724	1,328	.....
29. Guilford (N.C.)	31My54	491	..	36,988	1,754 ^a	10	285 ^j	8,714	908	.....
30. Gustavus Adolphus (Minn.)	31My54	897	..	49,243	2,715 ^a	8	272 ^j	11,756	2,096	900
31. Hillsdale (Mich.)	30Je54	505	..	34,434	974 ^a	6	182 ^j	5,800	300	.....
32. Hiram (Ohio)	30Je54	454	..	72,686	2,150 ^a	15	410 ^j	10,675	1,460	.....
33. Hollins (Va.)	30Je54	473	..	52,828	1,660 ^a	9	266 ^j	11,665	587	.....
34. Hood (Md.)	15Je54	500	..	40,237	2,570 ^a	7	263 ^j	10,900	3,276	.....
35. Houghton (N.Y.)	30Ap54	571	..	34,697	1,370 ^a	7	202 ^j	9,955	3,210	.....
36. Huntington (Ind.)	31Je54	171	12	18,241	1,194 ^a	5	125 ^j	3,454	1,242	.....
37. Illinois College	30Je54	254	..	42,458	901 ^b	8	267 ^j	6,200	1,030	.....
38. Illinois Wesleyan	31Je54	720	11	58,278	1,871 ^a	5	274 ^a	10,815	3,744	.....
39. Immaculate Heart	30Je54	450	103	57,899	3,551 ^a	17	497 ^j	6,500	.....	14,550
40. Jamestown (N.D.)	30Je54	296	..	23,190	1,219 ^a	7	210 ^a	5,352	1,752	.....
41. Juniata (Pa.)	15Je54	591	..	67,869	1,807 ^b	18	358 ^a	6,158	2,128	.....
42. Lawrence (Wis.)	30Je54	755	..	74,625	1,492 ^a	5	387 ^j	12,977	967	.....
43. Lebanon Valley (Pa.)	30Ap54	613	..	55,815	2,481 ^b	6	299 ^j	12,326	1,070	.....
44. Linfield (Ore.)	31Je54	450	30	45,929	806 ^a	3	248 ^a	5,200	2,980	.....
45. Luther (Iowa)	30Je54	835	..	99,412	2,424 ^a	12	260 ^j	17,464	1,784	.....
46. Manchester (Ind.)	31Je54	660	..	43,761	1,202 ^b	12	300 ^j	7,150	3,234	.....
47. Millikin (Ill.)	30Je54	879	6	52,577	1,214 ^d	5	266 ^j	7,633	3,588	.....
48. Millsaps (Miss.)	30Je54	704	..	36,839	1,485 ^d	4	154 ^j	11,550	803	.....
49. Morningstar (Iowa)	31Je54	585	..	64,700	1,274 ^b	7	322 ^j	5,800	2,161	.....
50. Mount Union (Ohio)	30Je54	612	..	90,466	2,987 ^a	7	525 ^j	12,600 ^a	2,045	.....
51. Nebraska Wesleyan	31My54	..	..	40,562	562 ^a	10	200 ^a	6,200	880	.....
52. New Mexico Highlands	30Je54	510	43	57,099	2,449 ^a	14	319 ^j	17,320	5,180	750
53. Parsons (Iowa)	31Ag54	240	..	29,204	1,527 ^b	5	184 ^j	5,463	1,222	.....
54. Randolph-Macon (Va.)	30Ap54	596	..	78,024	1,443 ^a	15	345 ^j	18,800	255	.....
55. Ripon (Wis.)	30Je54	489	..	54,888	1,137 ^a	6	286 ^j	5,563	1,807	.....
56. Roseary (Ill.)	30Je54	608	90	72,000	1,937 ^b	13	421 ^j	..	1,619	11,900
57. Shesha, Coll. of the (N.Y.)	30Je54	869	..	93,415	2,727 ^d	2	353 ^j	17,830	2,407	.....
58. Seton Hill (Pa.)	31Ag54	455	..	36,115	1,013 ^b	16	208 ^j	..	1,150	8,000
59. Springfield (Mass.)	31Ag54	816	113	44,955	1,365 ^a	5	315 ^j	12,034	1,463	.....
60. Sweet Briar (Va.)	30Je54	452	..	82,131	1,912 ^a	8	440 ^j	19,862	791	.....
61. Talladega (Ga.)	30Je54	294	..	36,716	1,304 ^a	8	170 ^j	10,480	1,128	.....
62. Trinity (D.C.)	30Je54	479	..	64,615	4,019 ^b	22	505 ^j	2,100 ^a	2,441	9,600
63. Union (Neb.)	1Je54	704	..	52,688	1,771 ^a	7	370 ^a	4,584	6,905	.....
64. Ursinus (Pa.)	30Je54	679	..	43,594	801 ^a	10	194 ^j	9,570	2,062	.....
65. Washington & Jefferson (Pa.)	30Je54	468	2	86,153	1,986 ^a	5	302 ^j	8,940	1,778	2,000
66. Washington & Lee (Va.)	30Je54	909	..	157,090	3,445 ^b	12	396 ^j	19,356	800	.....
67. Wells (N.Y.)	30Je54	325	..	115,869	1,312 ^b	12	396 ^a	15,300	674	.....
68. Wilberforce (Ohio)	33Je54	276	..	24,967	1,937 ^a	75	296 ^j	6,600	3,516	.....
69. Williamette (Ore.)	30Je54	1,067	20	54,527	1,621 ^a	6	314 ^j	12,266	3,117	.....
70. Wilmington (Ohio)	31Ag54	510	..	29,764	1,050 ^a	4	220 ^j	4,269	1,510	.....
High	..	1,206	138	157,888	4,016	75	611	21,734	6,005	14,550
Median	..	571	22	50,966	1,324	7	272	9,896	1,778	8,000
Low	..	171	2	17,729	562	3	125	3,454	255	750
N ^a	..	60	18	70	68	70	69	66	69	7

1 Does not include gifts. 2 Does not include part charged to teaching. 3 Part-time. 4 Does not include departmental libraries. 5 Number of libraries on which high, median and low are based.

a Physical count, includes documents. b Physical count, does not include documents. c Physical count only reported. d Bibliographical count, includes

Statistics 1953-54 (Group III)

Library Operating Expenditures

Budget, 1954-1955

Total Salaries Est. non-sal. and Student Service	Books and Other Materials	Binding	Total Books and Binding	Other Expenditures	Total Operating Expenses	Per Student Operating Expenditures	Total College Expenditures	Ratio Library Expenditures to Total College Expenditures (Per Cent)	Salaries and Wages	Books, Periodicals & Binding	Other Operating Expenses	Total Library Operating Budget	
\$17,725	\$ 6,993	\$ 584	\$ 7,577	\$1,116	\$26,429	\$ 47.03	\$815,300	83.24	\$17,750	\$ 7,550	\$1,000	\$26,300	1-
5,741	4,980	290	5,270	209	11,220	22.35	443,584	2.53	5,910	5,450	500	11,860	2-
11,497	5,545	319	5,864	252	17,613	18.40	412,845	4.27	12,500	6,250	1,135	19,885	3-
9,550	10,000	500	10,500	1,500	21,550	32.07	450,000	4.79	10,800	5,200	1,500	17,500	4-
9,280	3,406	473	3,879	244	13,403	39.42	341,381	3.93	9,400	4,175	750	14,325	5-
8,810	5,609	346	5,955	200	14,965	23.06	353,003	4.24	10,000	6,000	.....	16,000	6-
9,348	2,468	.....	2,468	142	11,975	24.64	207,435	3.77	10,295	2,750	300	13,345	7-
17,460	8,218	2,040	10,258	3,756	31,470	155.02	629,600	5.05	14,450	8,450	3,320	27,630	8-
18,482	9,286	1,400	10,786	380	29,828	35.26	.....	.....	17,750*	8,498*	800*	27,048*	9-
8,923	2,344	486	3,000	200	12,123	24.84	738,181	1.64	9,323	5,000	1,000	15,323	10-
15,972	3,865	860	4,725	285	20,982	62.82	482,418	4.35	16,450	4,850	380	21,650	11-
5,323	2,500	40	2,540	196	8,059	28.28	223,578	3.60	6,500	3,130	370	10,000	12-
15,751	6,336	1,157	7,493	1,319	24,563	32.07	531,271	4.62	15,505	7,150	1,250	24,455	13-
8,228	5,990	403	6,393	656	15,277	28.08	386,369	3.95	8,625	6,500	700	15,825	14-
5,412	.....	.....	3,245	197	8,854	22.02	331,540	2.67	4,983	3,927	273	8,283	15-
22,607	7,622	1,630	9,252	814	32,673	35.13	677,011	4.83	16,900	9,500	5,600	32,000	16-
17,998	4,022	944	5,566	765	24,329	26.13	468,819	5.19	24,396	6,400	100	24,396	17-
11,631	4,655	465	5,120	1,296	18,047	16.30	627,296	2.88	12,750	5,575	1,755	20,080	18-
17,090	9,186	1,380	10,566	2,552	30,208	36.66	706,698	4.27	18,250	10,400	3,250	32,175	19-
11,066	6,822	548	7,370	781	19,217	28.22	355,325	5.41	12,375	7,300	800	20,475	20-
13,981	5,757	721	6,478	902	21,411	34.20	570,128	3.76	10,400	6,500	1,250	18,150	21-
8,698	3,324	231	3,555	384	12,637	50.15	356,645	3.54	9,145	4,000	500	13,645	22-
6,659	6,436	.....	6,436	.....	13,065	25.48	336,784	3.89	9,000	7,000	.....	16,000	23-
11,247	5,709	732	6,441	1,859	19,547	16.43	653,800	2.99	11,200	5,700	600	17,500	24-
4,047	2,672	122	2,794	135	6,966	26.39	219,883	3.17	3,520	2,900	200	6,620	25-
12,101	3,400	216	3,616	428	16,145	26.12	636,066	2.54	10,107	6,073	350	16,530	26-
15,399	14,070	745	14,815	.....	30,214	25.05	864,685	3.49	15,625	8,600	4,000	28,225	27-
23,062	7,102	1,229	8,331	1,022	32,415	38.96	1,235,526	2.62	23,475	8,500	830	32,805	28-
9,322	4,434	366	4,800	1,064	15,786	32.15	229,320	6.88	9,321	4,799	4,179	18,299	29-
14,752	8,036	377	8,413	730	23,895	26.64	595,300	4.01	17,930	8,740	900	27,570	30-
6,100	3,370	438	3,808	120	10,028	19.86	361,667	2.77	5,600	4,000	100	9,700	31-
12,135	6,710	752	7,462	465	20,092	44.26	455,490	4.41	14,200	9,000	1,000	24,200	32-
12,253	8,906	592	9,498	456	19,206	40.60	512,497	3.78	11,965	6,022	270	18,257	33-
14,176	8,596	825	9,421	983	24,580	49.16	645,495	3.81	14,400	6,090	1,360	21,700	34-
12,165	3,906	1,059	4,965	1,210	18,340	32.12	275,635	6.65	13,000	5,200	1,597	19,857	35-
4,696	3,955	153	4,108	240	9,044	49.42	157,231	5.75	4,600	5,500	104	10,204	36-
7,250	2,974	396	3,370	379	10,999	43.30	247,286	4.45	7,340	3,400	325	11,065	37-
14,559	5,374	770	6,144	1,597	22,300	30.51	623,688	3.58	17,100	5,430	1,000	23,500	38-
21,050	6,888	700	7,588	661	29,299	52.98	.....	.....	24,850	7,500	1,000	33,350	39-
7,104	4,044	438	4,482	1,828	12,414	41.94	264,981	4.68	5,100	4,500	1,900	11,500	40-
8,286	5,211	493	5,704	373	14,363	24.30	426,990	3.36	9,500	6,070	.....	15,570	41-
13,944	5,534	577	6,111	1,082	21,137	28.00	647,573	3.26	15,550	7,700	1,200	24,450	42-
13,386	6,645	1,032	7,677	644	20,738	32.82	375,782	5.85	14,042	6,222	550	21,314	43-
8,180	2,981	198	3,149	.....	11,329	23.60	.....	.....	8,380	3,560	.....	11,880	44-
19,248	5,491	632	6,123	535	25,906	31.03	476,452	5.44	20,400	6,600	500	27,500	45-
10,384	4,538	516	5,054	323	13,701	23.88	306,148	5.15	10,000	5,425	925	16,350	46-
11,221	4,254	570	4,824	2,186	18,231	20.60	579,018	3.15	10,318	5,450	2,250	18,018	47-
12,350	3,806	789	4,595	2,927	19,872	28.22	461,126	4.31	12,955	4,375	600	17,930	48-
7,961	3,240	247	3,487	132	11,580	19.79	.....	.....	8,000	4,203	300	12,500	49-
14,646	6,829	950	7,779	737	23,162	37.85	555,596	4.17	14,960	8,600	850	24,410	50-
7,000	2,400	200	2,600	150	9,750	.....	220,213	3.04	9,000	2,900	100	12,000	51-
23,250	5,500	1,433	6,933	.....	30,183	54.56	662,072	4.56	22,400	12,780	.....	31,200	52-
6,665	2,151	292	2,543	164	10,392	43.30	221,536	4.69	7,300	3,250	100	10,550	53-
19,055	5,548	1,110	6,658	810	26,523	44.50	654,511	4.05	19,010	6,700	.....	25,710	54-
7,370	4,298	612	4,910	521	12,801	26.18	430,146	2.98	9,400	6,300	600	16,300	55-
13,516	7,355	1,087	8,443	531	22,490	32.41	453,547	4.96	17,500	8,500	750	26,750	56-
20,237	8,712	1,569	10,281	1,516	32,034	36.86	678,452	4.72	21,218	9,500	2,000	32,718	57-
9,150	3,208	336	3,544	722	13,416	29.49	293,975	4.56	9,100	4,300	100	13,500	58-
13,497	8,000	600	5,600	536	19,633	21.13	960,000	2.05	15,000	5,500	500	21,000	59-
20,653	7,972	1,212	9,184	751	30,588	67.67	781,523	3.91	20,860	10,300	1,741	32,900	60-
11,608	3,931	380	4,311	332	16,171	55.00	432,348	3.74	11,833	4,231	336	16,400	61-
14,141	7,579	413	7,992	1,078	23,211	48.46	373,034	6.21	14,500	9,800	1,200	25,500	62-
10,589	5,493	1,512	7,005	2,105	19,699	27.98	448,722	4.39	11,079	5,570	1,850	18,490	63-
11,632	3,639	355	3,994	255	15,881	23.39	.....	.....	11,804	4,750	200	16,755	64-
12,718	4,224	265	4,489	2,800	19,807	42.14	612,000	3.87	15,000	5,250	5,650	20,900	65-
20,156	10,233	1,461	11,694	955	32,805	36.09	957,601	3.43	21,800	11,500	1,000	34,300	66-
15,074	8,475	1,125	9,600	1,788	27,362	84.19	834,981	5.11	15,879	10,500	1,470	27,849	67-
10,116	4,000	400	4,400	.....	14,516	32.39	200,000	7.26	10,000	6,000	.....	16,000	68-
15,383	6,000	2,277	8,277	827	24,187	22.25	559,815	4.32	15,535	6,750	600	22,900	69-
5,779	3,333	263	3,596	726	16,101	31.57	299,477	5.38	6,600	3,300	2,100	12,000	70-
23,250	14,070	2,277	14,815	3,755	32,805	155.02	1,235,526	7.26	24,850	12,780	5,650	34,300	High
11,867	8,491	577	9,510	661	19,382	32.07	455,493	4.17	11,965	6,000	840	18,395	Median
4,047	2,400	40	2,485	120	6,966	16.30	157,231	1.64	3,320	2,300	100	6,020	Low
70	69	67	70	68	70	69	63	63	69	69	62	69	N ^o

documents. • Bibliographical count, does not include documents. † Bibliographical count, only reported. • Documents included, no physical or bibliographical count reported. ‡ Documents not included, no physical or bibliographical count reported. † Includes non-periodical serials. ‡ Does not include non-periodical serials. * Information (a-j) not reported.

College and University Library Salary Statistics 1954-55

Salaries September 1, 1954

	Chief Librarian	Associate Chief Librarian	Department Head		No.	Head of School or Dept'l Librarian
			Minimum	Maximum		
1. Alabama College.....	\$1,900	\$.....	\$3,400	\$3,600	3	\$.....
2. Alma (Mich.).....	3,400	.....	.....	.....	..	.....
3. Anderson (Ind.).....	3,600	3,300	.....	.....	..	.....
4. Arkansas A & M.....	4,300	4,000	.....	.....	..	.....
5. Ashland (Ohio).....	.....	.....	.....	.....	..	4,400
6. Augustana (S.D.).....	3,600	3,400	.....	.....	..	.....
7. Aurora (Ill.).....	.....	.....	.....	.....	..	4,020
8. Bard (N.Y.).....	.....	4,000	.....	.....	..	.....
9. Bates (Me.).....	5,000	3,900	3,620	.....	1	.....
10. Beaver (Pa.).....	4,000	3,200	.....	.....	..	.....
11. Bennington (Vt.).....	.....	.....	.....	.....	..	.....
12. Bethany (Kan.).....	3,400	.....	.....	.....	..	.....
13. Birmingham-Southern.....	3,700	.....¹⁰	.....	.....	..	.....
14. Carroll (Wis.).....	3,700	1,445 ¹⁴	.....	.....	..	.....
15. Cedar Crest (Pa.).....	3,500	.....	.....	.....	..	.....
16. Colorado College.....	4,500	.....¹¹	3,000	3,130	2	.....
17. Concord (W.Va.).....	5,324	5,138	.....	.....	..	.....
18. Concordia (Minn.).....	2,800	.....	.....	.....	..	.....
19. Davidson (N.C.).....	5,415	.....	3,040	3,050	2	.....
20. Drury (Mo.).....	3,700	.....	3,200	.....	.....	.....
21. Elmhurst (Ind.).....	5,000	3,600	.....	.....	..	.....
22. Elmira (N.Y.).....	3,780	.....	.....	.....	..	.....
23. Emory & Henry (Va.).....	3,900	2,700	.....	.....	..	.....
24. Evansville (Ind.).....	4,500	3,200	.....	.....	..	.....
25. Findlay (Ohio).....	3,343	.....	.....	.....	..	.....
26. Geneva (Pa.).....	3,812	3,096	.....	.....	..	.....
27. Gettysburg (Pa.).....	4,625	.....¹²	.....	.....	..	.....
28. Grinnell (Iowa).....	4,500	.....	.....	.....	..	.....
29. Guilford (N.C.).....	4,400	.....¹³	3,300	3,860	2	.....
30. Gustavus Adolphus (Minn.).....	.....	.....	.....	.....	..	.....
31. Hilldale (Mich.).....	3,800 ¹	.....	.....	.....	..	.....
32. Hiram (Ohio).....	.....	.....	.....	.....	..	.....
33. Hollins (Va.).....	5,005	3,900	.....	.....	..	.....
34. Hood (Md.).....	4,100	.....	2,900	3,200	2	.....
35. Houghton (N.Y.).....	2,630 ²	2,303 ²	.....	.....	..	.....
36. Huntington (Ind.).....	3,739	.....	.....	.....	..	.....
37. Illinois College.....	4,000	.....	3,000	3,200	.....	.....
38. Illinois Wesleyan.....	4,200	.....	2,500	3,030	1	3,500
39. Immaculate Heart.....	7,500	.....¹⁴	.....	.....	..	.....
40. Jamestown (N.D.).....	3,600	.....	.....	.....	..	.....
41. Juniata (Pa.).....	3,800	2,900	.....	.....	..	.....
42. Lawrence (Wis.).....	5,650	3,800	3,600	.....	1	.....
43. Lebanon Valley (Pa.).....	3,800	3,600	.....	.....	..	.....
44. Linfield (Ore.).....	3,900	.....	.....	.....	..	.....
45. Luther (Iowa).....	5,500	3,700	.....	.....	..	.....
46. Manchester (Ind.).....	3,500	3,300	.....	.....	..	.....
47. Millikin (Ill.).....	4,000 ³	3,400 ³	.....	.....	..	.....
48. Millings (Minn.).....	2,500 ⁴	2,900	2,808	.....	1	.....
49. Morningside (Iowa).....	3,800	2,200	.....	.....	..	.....
50. Mount Union (Ohio).....	5,800 ¹⁵	4,500 ¹⁵	2,460 ⁴	2,700	2	.....
51. Nebraska Wesleyan.....	4,000	2,600	.....	.....	..	.....
52. New Mexico Highlands.....	4,720 ⁵	4,500 ⁵	4,000 ⁵	.....	.....	.....
53. Parsons (Iowa).....	2,250 ⁷	3,050	.....	.....	..	.....
54. Randolph-Macon (Va.).....	.....	.....	3,150	3,800	3	.....
55. Ripon (Wis.).....	4,000	3,300	.....	.....	..	.....
56. Rosary (Ill.).....	.....	.....	.....	.....	..	.....
57. Sacred. Coll. of the (N.Y.).....	4,400	3,311	3,036	.....	1	.....
58. Seton Hill (Pa.).....	3,900	3,000	.....	.....	..	.....
59. Springfield (Mass.).....	.....	.....	.....	.....	..	.....
60. Sweet Briar (Va.).....	4,800	3,600	3,430	.....	1	.....
61. Talladega (Ala.).....	3,450 ⁶	3,220 ⁶	.....	.....	..	.....
62. Trinity (D.C.).....	6,030	.....	.....	.....	..	.....
63. Union (Neb.).....	2,555	2,308	.....	.....	..	.....
64. Ursinus (Pa.).....	4,700	3,633	.....	.....	..	.....
65. Washington & Jefferson (Pa.).....	4,800	.....	.....	.....	..	.....
66. Washington & Lee (Va.).....	.....	.....	3,520	3,600	2	.....
67. Wells (N.Y.).....	.....	.....	.....	.....	..	4,800
68. Wilberforce (Ohio).....	3,300	.....¹	.....	.....	..	.....
69. Willamette (Ore.).....	4,600	1,850	.....	.....	..	.....
70. Wilmington (Ohio).....	4,200	.....	.....	.....	..	.....
High.....	7,500	5,138	3,600	3,950	3	4,800
Median.....	4,000	3,356	3,150	3,200	2	4,510
Low.....	2,555	1,850	2,500	2,700	1	3,500
N ⁶	81	28	15	10	14	4

1 \$2,800-\$3,500 (1). 2 For 10 months; summer school extra. 3 9 months. 4 10 months. 5 94 months. 6 Number of libraries on which high, median and low are based. 7 Business manager is librarian; 10 months salary. 8 Plus room. 9 44-48 hours weekly. 10 \$3,000-\$3,000 (2). 11 \$3,000-\$3,100 (1). 12 \$3,000-\$3,600 (2). 13 \$2,700-\$2,808 (2). 14 \$3,150-\$3,050 (1). 15 Part charged to teaching account. 16 Part-time.

(As of September 1, 1954) (Group III)

Salaries September 1, 1954

All other Professional Assistants			All Non-professional Assistants			Total Number of Employees in Full-Time Equivalent			Hours in Work Week	Hours Student Assistance	
Minimum	Maximum	No.	Minimum	Maximum	No.	Professional	Non-professional	Total			
\$.....	\$.....	..	\$.....	\$.....	..	4	.....	4	40	5,075	1.
.....	1,950	.....	1	1	.88	1.88	40	1,147	2.
.....	3	.5	3.5	40	4,192	3.
.....	2	.....	2	42	4,225	4.
.....	2,500	1	.....	2,500	1	1.75	1	2.75	40	.....	5.
.....	2	.....	2	40	5,000	6.
3,600	1	3,200	.....	1.33	1.33	1.5	2.83	40	3,316	7.
3,300	3,300	1	2,000	.....	3	3	2.5	5.5	38	4,195	8.
3,150	1	2,100	.....	1	4	1	5	39	3,833	9.
.....	2,300	.....	..	2.75	.....	2.75	40	.....	10.
.....	3	1	4	39	995	11.
.....	1,473	.....	..	1	6	7	..	4,752	12.
.....	2,265	.....	..	3	1	4	39	5,857	13.
.....	1.5	.5	2	39	3,545	14.
.....	1	.5	1.5	40	860	15.
.....	1,800	2,000	4	4	3.5	7.5	39	4,494	16.
.....	3	.....	3	42	3,487	17.
2,500	1	2,280	.....	1	3	1	3	39	3,932	18.
.....	3.5	.....	3.5	..	4,800	19.
.....	1,320	1,920	2	2	2	4	40	3,286	20.
.....	2	2	4	40	3,679	21.
2,500	3,200	1	1,300	2,600	1	1	2	3	39	2,464	22.
.....	2	.....	2	..	5,518	23.
.....	2,100	.....	1	2	1	3	40	2,100	24.
.....	1	.....	1	46.5	1,056	25.
.....	2.5	1	3.5	38	1,901	26.
.....	3	2	5	40	.....	27.
2,500	3,800	..	1,575	2,200	..	4.75	1.75	6.5	40	2,676	28.
.....	3.5	.6	4	..	1,215	29.
.....	1,800	2,280	1.5	3	1.5	4.5	40	3,281	30.
.....	1,500	.....	1	1	1	2	40	800	31.
.....	3	1.5	4.5	..	2,240	32.
2,400	3	.....	3	40	1,880	33.
.....	3	.57	3.57	38	3,083	34.
.....	2	2	4	44	.....	35.
.....	1	.....	1	40	1,963	36.
3,400	1,000	.....	..	1.5	.5	2	38	1,990	37.
.....	2,080	.....	1	2.5	1.5	4	40	6,240	38.
.....	3,300	3,600	1	4	1	5	39	.....	39.
.....	1	.5	1.5	..	1,536	40.
.....	2	.33	2.33	40	3,700	41.
.....	2,000	2,100	2	3	2	5	40	1,700	42.
.....	4	.....	4	38	1,783	43.
1,500	2	.....	2	40	.....	44.
.....	1,500	3,000	2	3	2	5	39	5,000	45.
.....	2	.....	2	40	4,976	46.
.....	2	.....	2	40	3,300	47.
2,700	1	.....	.....	..	3.5	.....	3.5	..	1,480	48.
.....	2	.....	2	40	3,528	49.
.....	1,900	.....	1	4	1	5	37.5	4,009	50.
.....	1	.....	1	40	.....	51.
.....	3	.....	3	38	7,310	52.
.....	1	1.5	2.5	43	1,075	53.
.....	1,250	1,800	3	4	3	7	38	.....	54.
.....	2,100	.....	1	2	1	3	40	.....	55.
.....	808	56.
.....	1,950	2,340	2	3	3.65	6.65	37.5	3,046	57.
2,500	3	.....	3	40	2,250	58.
.....	2	3.5	5.5	..	3,431	59.
3,000	1	1,600	3,075	3	4	3	7	39	1,263	60.
.....	1,465	3,185	2	2	2	4	37	2,273	61.
3,300	3,600	2	.....	.....	..	2.75	.25	3	39	3,605	62.
.....	2	.....	2	..	10,000	63.
.....	2,250	.....	..	2	.67	2.67	38	2,750	64.
2,500	1	1,820	.....	1	2	1	3	40	2,690	65.
.....	1,584	2,436	3.5	3	3.5	6.5	38	.....	66.
3,350	2	2,430	.....	2	3	2	5	38	710	67.
.....	2	.....	2	40	6,000	68.
.....	2,000	.....	..	3	1	4	40	4,155	69.
.....	1.5	.5	2	38	2,600	70.
3,600	3,800	2	3,300	3,600	4	4	6	7.5	46.5	10,000	High
2,850	3,300	1	1,975	2,190	1.43	2	1	3	40	3,284	Median
1,500	2,500	1	1,050	1,830	1	1	.25	1	36	800	Low
14	5	11	28	12	24	60	45	69	60	60	N

Teachers College Library

Library	Fiscal Year Ending	Under Graduates	Graduates	Book Stock	Volumes Added	Newspapers	Periodicals
1. Alabama, Jacksonville, State Teachers College.....	30S54	903	0	34,310	1,517	8	215
2. Alabama, Troy, State Teachers College.....	30S54	899	0	39,079	1,704	10	264
3. Arkansas, Conway, State Teachers College.....	30J54	1,137	0	86,136	4,073	11	262
4. California, Arcata, Humboldt State College.....	30J54	908	31	48,365	6,213	18	379
5. California, Chico, State College.....	30J54	1,478	73	64,116	4,828	21	635
6. California, Fresno, State College.....	30J54	3,183	476	99,613	9,230	11	821
7. California, Sacramento, State College.....	30J54	2,393	1,717	49,032	12,482	9	660
8. California, San Francisco, State College.....	30J54	4,007	2,082	100,843	8,247	14	873
9. Colorado, Greeley, State College of Education.....	30S54	1,640	223	141,772	4,016	35	681
10. Georgia, Collegeboro, Teachers College.....	30J54	845	0	48,900	1,973	14	306
11. Illinois, Charleston, Eastern State College.....	30J54	1,350	8	83,999	4,224	22	635
12. Illinois, DeKalb, Northern State Teachers College.....	30J54	2,032	245	93,021	7,370	15	648
13. Indiana, Terre Haute, State Teachers College.....	30J54	1,715	180	168,032	3,601	7	429
14. Iowa, Cedar Falls, State Teachers College.....	30J54	2,141	90	167,959	5,514	36	647
15. Kansas, Emporia, State Teachers College.....	30J54	1,036	92	106,087	3,286	9	489
16. Kansas, Pittsburg, State Teachers College.....	30J54	1,585	151	102,715	3,920	40	801
17. Kentucky, Murray, State College.....	30J54	1,450	50	50,474	1,640	13	480
18. Louisiana, Natchitoches, Northwestern State College.....	30J54	1,401	0	70,116	4,037	24	400
19. Maryland, Frostburg, State Teachers College.....	30J54	438	0	24,355	1,352	9	225
20. Maryland, Towson, State Teachers College.....	30J54	969	0	40,831	3,779	11	286
21. Massachusetts, North Adams, State Teachers College.....	30J54	141	75	12,399	446	2	115
22. Michigan, Kalamazoo, Western Michigan College.....	30J54	4,005	362	100,295	4,857	22	786
23. Michigan, Marquette, Northern Michigan College of Education.....	30J54	881	0	32,767	1,774	17	333
24. Michigan, Ypsilanti, Michigan State Normal College.....	30J54	2,285	160	112,441	3,640	12	538
25. Minnesota, Bemidji, State Teachers College.....	30J54	497	0	32,940	1,698	11	247
26. Minnesota, Mankato, State Teachers College.....	30J54	1,681	41	47,827	5,173	7	405
27. Minnesota, Moorhead, State Teachers College.....	30J54	601	11	30,953	1,960	15	333
28. Minnesota, St. Cloud, State Teachers College.....	30J54	1,255	7	77,304	5,611	12	461
29. Minnesota, Winona, State Teachers College.....	30J54	481	0	39,000	1,181	10	283
30. Mississippi, Cleveland, Delta State Teachers College.....	30J54	457	0	33,274	2,153	11	366
31. Missouri, Cape Girardeau, Southeast State College.....	30Ap54	1,040	0	77,000	2,000	100	425
32. Missouri, Springfield, Southwest State College.....	30J54	1,621	0	83,688	1,714	14	344
33. Nebraska, Kearney, State Teachers College.....	30J54	622	6	42,808	1,034	41	236
34. New Hampshire, Keene, Teachers College.....	30J54	469	0	24,117	1,843	6	201
35. New Jersey, Gloucester, State Teachers College.....	30J54	423	0	37,137	1,050	7	176
36. New Jersey, Paterson, State Teachers College.....	30J54	539	0	22,196	1,639	6	260
37. New Jersey, Trenton, State Teachers College.....	30J54	856	0	71,828	3,200	6	242
38. New York, Albany, State Teachers College.....	31Mr54	1,503	191	56,812	3,776	7	373
39. New York, Oswego, State University Teachers College.....	31Mr54	1,179	101	54,054	3,757	10	456
40. North Carolina, Boone, Appalachian State Teachers College.....	30J54	1,139	24	60,746	3,398	27	383
41. North Carolina, Greenville, East Carolina College.....	30J54	2,065	158	90,840	4,373	10	483
42. Oklahoma, Alva, Northwestern State College.....	30J54	460	0	36,813	2,204	23	298
43. Oregon, Ashland, Southern College of Education.....	30J54	350	3	29,140	3,623	12	249
44. Oregon, La Grande, Eastern College of Education.....	30J54	460	0	37,862	1,831	8	249
45. Oregon, Monmouth, College of Education.....	30J54	467	0	33,289	2,609	30	281
46. Pennsylvania, Bloomsburg, State Teachers College.....	31My54	727	0	37,022	1,140	12	175
47. Pennsylvania, California, State Teachers College.....	31My54	625	0	37,589	1,639	4	231
48. Pennsylvania, Clarion, State Teachers College.....	31My54	420	0	29,210	1,162	15	252
49. Pennsylvania, Kutztown, State Teachers College.....	31My54	840	0	44,439	1,918	11	324
50. Pennsylvania, Mansfield, State Teachers College.....	31My54	597	0	34,712	1,226	22	239
51. Pennsylvania, West Chester, State Teachers College.....	31My54	1,658	135	63,739	3,253	10	338
52. Texas, Commerce, East Texas State Teachers College.....	31Jl54	2,007	1,048	120,946	3,114	19	554
53. Texas, Huntsville, Sam Houston State Teachers College.....	31Au54	1,609	173	123,106	7,489	10	835
54. Texas, San Marcos Southwest State Teachers College.....	31Au54	1,430	212	80,235	2,365	14	447
55. Virginia, Farmville, Longwood College.....	30J54	653	0	61,437	2,124	12	274
56. Virginia, Harrisonburg, Madison College.....	30J54	1,002	0	71,837	4,160	18	363
57. Virginia, Petersburg, State College.....	30J54	1,481	67	59,166	2,767	18	593
58. West Virginia, Fairmont, State College.....	30J54	688	0	40,821	1,596	5	290
59. West Virginia, Glenville, State College.....	30J54	435	0	23,150	1,631	20	220
60. Wisconsin, Milwaukee, State College.....	31Au54	1,850	300	79,029	2,832	17	490
61. Wisconsin, Oshkosh, State College.....	30J54	736	0	51,890	1,746	13	277
Low.....		141	3	12,399	446	2	115
Median.....		1,062	126	52,767	2,699	12	338
High.....		4,007	2,082	168,032	12,482	100	873

Statistics 1953-54

Library Expenditures										
Salaries	Student Service	Total Staff Salaries and Student Service	Books	Binding	Total Books Periodicals Binding	Other Operating Expenditures	Total Operating Expenditures	Operating Expenditures per student	Total Institutional Expenditures	Per Cent of Total Expenditures for Library Purposes
\$ 7,696.54	\$ 3,167.25	\$ 10,863.79	\$ 6,111.59	\$ 423.95	\$ 6,735.44	\$ 655.46	\$ 18,234.79	\$ 19.56	\$ 559,670.71	3.24
8,244.00	4,298.00	12,542.00	7,666.67	565.35	8,232.02	480.15	27,254.17	21.64	549,632.67	3.9
19,424.64	3,599.00	23,023.64	10,683.58	295.92	11,179.50	1,455.90	35,659.04	31.36	798,521.78	4.7
45,110.00	4,700.00	49,810.00	20,100.00	1,950.00	22,050.00	2,147.00	74,007.00	116.36	848,994.00	8.00
45,396.00	8,700.00	54,096.00	18,466.00	2,520.00	20,986.00	3,159.00	78,241.00	50.44	1,246,039.00	6.27
75,286.00	12,891.00	88,177.00	30,042.00	3,657.00	33,699.00	9,782.00	131,258.00	36.07	2,494,592.00	5.26
47,784.00	7,200.00	54,984.00	37,550.00	4,400.00	41,950.00	3,335.00	100,269.00	33.77	1,299,397.49	7.7
119,492.00	15,658.00	135,150.00	38,100.00	3,911.00	42,011.00	4,601.00	181,762.00	29.85	3,138,143.00	5.79
36,390.00	12,293.00	48,683.00	11,985.00	1,900.00	13,885.00	1,274.00	63,542.00	34.89	1,412,682.00	4.5
21,003.00	2,947.00	24,050.00	4,829.00	1,752.00	6,581.00	194.00	30,825.00	56.00	464,352.00	6.6
53,990.00	6,247.00	60,237.00	13,760.00	1,982.00	15,742.00	3,175.00	79,154.00	58.00	1,393,255.00	5.68
57,280.65	9,871.03	67,151.70	16,237.86	1,011.88	17,249.44	1,462.86	85,843.94	37.70	1,785,621.89	4.8
33,154.00	2,874.00	36,028.00	13,555.00	2,172.00	15,727.00	1,351.00	53,106.00	28.00	1,603,473.00	3.00
38,980.00	9,257.00	48,237.00	25,504.00	6,326.00	31,830.00	11,449.00	91,516.00	41.02	2,869,122.00	3.2
44,732.00	11,932.00	56,664.00	18,746.42	1,278.00	20,024.42	3,586.00	80,254.42	71.06	1,316,443.00	6.00
28,296.45	10,107.87	38,404.32	19,401.60	1,836.41	21,238.01	24,104.27	83,746.60	48.24	1,333,248.04	6.3
12,727.00	3,200.00	15,927.00	9,525.00	1,500.00	11,025.00	1,300.00	28,325.00	18.88	.....	.....
38,624.39	6,722.67	45,347.06	16,534.77	2,300.00	18,834.77	3,393.33	67,575.16	48.23	1,393,322.32	4.85
15,865.66	802.76	16,668.42	5,204.58	550.25	5,754.83	254.05	22,677.30	51.77	422,724.79	5.36
25,122.67	1,989.75	27,112.42	6,533.02	4,537.58	11,070.60	2,265.51	40,714.57	42.20	768,917.51	5.29
5,100.00	291.93	5,391.93	1,835.43	0	1,835.43	167.22	7,394.58	34.23	145,414.00	5.08
62,015.00	11,887.44	73,902.44	15,316.61	2,702.18	18,018.77	2,561.86	94,483.07	21.68	2,897,685.00	3.26
16,300.00	3,800.00	20,100.00	52.00	1,000.00	6,200.00	700.00	27,050.00	45.55	725,385.00	3.7
46,500.00	8,750.00	55,250.00	12,065.00	1,500.00	13,565.00	1,295.00	70,110.00	28.67	2,147,287.00	3.2
11,850.00	1,509.00	13,359.00	5,462.00	706.00	6,168.00	175.00	19,708.00	39.65	490,754.00	4.00
21,714.00	2,791.00	24,505.00	17,421.00	801.00	18,222.00	1,215.00	43,942.00	35.83	1,005,793.00	4.37
13,860.00	1,452.13	15,312.13	7,648.95	535.26	8,184.21	97.30	23,593.64	26.29	562,288.15	4.196
29,404.25	2,860.70	32,265.05	16,004.03	3,522.15	19,526.18	1,434.94	53,226.17	42.17	982,782.00	5.41
10,110.00	2,169.00	12,279.00	4,060.00	85.00	4,060.00	473.00	16,837.00	55.00	431,161.00	3.9
14,653.30	1,580.00	16,213.30	6,634.84	1,045.02	7,680.86	69.73	22,963.89	54.83	362,211.23	6.00
16,631.00	3,607.00	19,938.00	11,971.00	471.00	12,442.00	6,674.00	39,054.00	37.16	645,460.00	6.00
22,309.00	6,156.00	28,465.00	6,723.00	777.00	7,500.00	0	35,965.00	22.10	818,015.00	4.00
10,350.00	3,755.00	14,105.00	5,330.00	474.00	5,804.00	380.00	20,269.00	32.43	540,661.00	3.75
7,670.00	1,253.00	8,923.00	3,735.00	139.00	3,874.00	463.00	13,260.00	28.27	494,207.00	2.68
13,350.00	956.30	14,306.30	2,430.45	1,280.14	4,710.59	0	19,016.89	44.96	422,918.91	4.5
17,720.00	1,500.00	19,220.00	9,334.93	149.38	9,484.31	.....	28,704.31	54.16	380,671.35	7.54
32,860.00	3,162.00	36,022.00	7,703.00	535.00	8,238.00	120.00	44,380.00	52.00	585,078.00	7.58
44,946.00	1,867.00	46,813.00	12,679.00	2,182.00	14,861.00	2,165.00	63,857.00	38.00	1,119,280.00	5.7
23,089.33	1,404.50	24,493.83	10,511.36	1,275.00	11,786.36	6,402.93	51,683.12	49.09	902,175.00	6.00
24,235.00	5,315.00	29,550.00	10,993.00	1,555.00	12,578.00	0	42,128.00	36.22	596,172.00	7.06
40,114.43	7,637.76	47,752.19	14,249.04	1,999.59	16,248.63	1,594.88	65,596.70	29.64	930,536.00	7.15
9,511.92	1,301.06	10,712.98	6,867.60	422.26	7,289.86	513.09	18,516.87	40.25	411,701.32	4.4
19,674.00	3,148.00	22,822.00	5,701.00	545.00	6,246.00	10,289.00	39,357.00	71.17	516,688.00	7.6
19,504.10	2,847.00	22,352.00	6,707.00	631.00	7,348.00	1,255.00	30,955.00	65.20	396,221.00	7.9
9,770.00	5,953.51	15,723.51	7,085.32	617.07	7,702.39	1,840.08	25,265.98	54.10	537,113.96	4.00
10,500.00	1,800.00	12,300.00	4,819.00	700.00	5,519.00	675.00	18,494.00	25.00	497,382.00	4.00
9,775.00	1,812.00	11,587.00	4,657.00	316.00	4,973.00	300.00	16,860.00	25.74	535,887.00	5.146
11,733.00	2,285.00	14,018.00	3,746.00	103.00	3,849.00	203.00	18,070.00	43.00	239,165.00	5.3
13,840.00	2,614.00	16,454.00	7,000.00	233.00	7,233.00	700.00	24,387.00	29.00	521,051.00	4.68
14,672.53	794.90	15,467.43	2,424.78	134.90	2,559.68	476.10	18,503.21	30.99	713,153.50	2.00
21,788.80	4,275.00	26,063.80	3,273.25	1,413.12	4,686.37	2,183.63	32,933.80	19.86	1,435,076.94	2.29
23,187.67	13,236.00	36,423.67	12,596.08	.....	12,596.08	2,811.24	51,861.99	29.26	1,151,392.86	4.5
24,435.00	2,580.58	27,015.58	11,018.14	746.78	11,764.92	1,785.31	40,567.81	22.31	1,042,523.18	3.86
22,552.50	5,825.15	28,377.65	7,832.00	2,300.00	10,132.00	733.84	39,243.49	23.90	963,187.00	4.00
20,832.00	2,298.00	23,130.00	6,663.60	991.91	6,655.51	593.14	30,378.65	46.52	770,969.00	3.8
23,740.00	2,805.00	26,545.00	11,190.00	1,393.00	12,583.00	1,247.00	40,375.00	40.28	677,300.00	5.96
34,327.00	6,596.00	40,923.00	13,059.86	1,440.00	14,499.86	.....	55,422.86	25.80	2,102,226.00	2.63
17,237.17	1,816.25	19,053.42	9,122.48	549.76	9,672.24	1,151.82	29,877.48	43.42	510,900.00	5.8
8,218.65	3,211.17	10,529.82	5,024.41	420.98	5,445.39	1,596.74	17,571.95	40.39	327,708.64	5.36
31,395.00	3,942.00	35,337.00	13,943.00	2,487.00	16,300.00	600.00	52,247.00	24.30	1,033,179.00	5.05
17,375.00	1,950.00	19,325.00	8,300.00	630.00	8,930.00	400.00	28,655.00	38.33	552,700.00	5.18
7,696.54	802.76	10,529.82	52.00	103.00	2,559.68	69.73	13,260.00	18.88	145,414.00	2.00
21,714.00	3,148.00	24,505.00	10,222.48	1,000.00	10,132.00	1,274.00	39,054.00	37.16	768,917.51	4.85
119,492.00	15,658.00	2,606,380.00	38,100.00	6,326.00	42,011.00	24,104.27	131,258.00	71.17	3,138,143.00	8.00

1 Not Reported. 2 Not charged to library budget. 3 1953-54 budget, actual expenditure not available. 4 Does not include summer salary. 5 Included in total books, periodicals and binding.

Teachers College Library Salary Statistics

	Chief Librarian	Assistant or Associate Chief Librarian	Department Head Minimum	Department Head Maximum	Laboratory School Librarian
1. Alabama, Jacksonville, State Teachers College.....	\$4,100.00	\$.....	\$.....	\$.....	\$..... ¹
2. Alabama, Troy, State Teachers College.....	4,700.00	3,400.00	.....	.....	.....
3. Arkansas, Conway, State Teachers College.....	.....	.....	.....	.....	.....
4. California, Arcata, Humboldt State College.....	7,728.00	4,980.00	.....	4,980.00	4,092.00
5. California, Chico, State College.....	7,728.00	.....¹	4,092.00	5,496.00	4,092.00
6. California, Fresno, State College.....	7,728.00	6,060.00	4,512.00	5,496.00	.....
7. California, Sacramento, State College.....	7,728.00	6,060.00	4,512.00	5,496.00	4,092.00
8. California, San Francisco, State College.....	7,728.00	.....¹	4,512.00	6,060.00	4,092.00
9. Colorado, Greeley, State College of Education.....	4,700.00	.....¹	.....¹	.....¹	.....¹
10. Georgia, Collegeboro, Teachers College.....	5,360.00	.....¹	4,090.00	4,300.00	4,533.00
11. Illinois, Charleston, Eastern State College.....	8,910.00	.....¹	5,700.00	6,050.00	5,500.00
12. Illinois, DeKalb, Northern State Teachers College.....	7,040.00	6,270.00	4,648.00 ¹	.....¹	5,170.00
13. Indiana, Terre Haute, State Teachers College.....	6,693.00	.....¹	3,840.00	4,920.00	4,565.00
14. Iowa, Cedar Falls, State Teachers College.....	6,900.00	.....¹	4,400.00	5,450.00	.....¹
15. Kansas, Emporia, State Teachers.....	.....¹	.....¹	.....¹	.....¹	.....¹
16. Kansas, Pittsburg, State Teachers College.....	6,000.00	.....¹	4,326.50	4,827.70	.....¹
17. Kentucky, Murray, State College.....	4,400.00	3,600.00	.....¹	.....¹	.....¹
18. Louisiana, Natchitoches, Northwestern State College.....	7,875.00	6,250.00	.....¹	.....¹	.....¹
19. Maryland, Frostburg, State Teachers College.....	5,417.00	.....¹	.....¹	.....¹	3,568.33
20. Maryland, Towson, State Teachers College.....	5,417.00	.....¹	.....¹	.....¹	.....¹
21. Massachusetts, North Adams, State Teachers College.....	5,760.00	.....	.....	.....	.....
22. Michigan, Kalamazoo, Western Michigan College.....	7,200.00	6,075.00	5,650.00	5,800.00	.....¹
23. Michigan, Marquette, Northern Michigan College of Education.....	5,975.00	.....	.....	.....	.....
24. Michigan, Ypsilanti, Michigan State Normal College.....	6,850.00	.....	4,325.00	5,650.00	4,000.00
25. Minnesota, Bemidji, State Teachers College.....	5,460.00 ¹	4,480.00	.....	.....	.....
26. Minnesota, Mankato, State Teachers College.....	5,160.00	5,290.00	.....	.....	.....
27. Minnesota, Moorhead, State Teachers College.....	5,290.00	3,950.00 ¹	.....	.....	.....¹
28. Minnesota, St. Cloud, State Teachers College.....	5,720.00	5,573.00	4,980.00	.....	4,980.00
29. Minnesota, Winona, State Teachers College.....	4,500.00 ¹	4,650.00 ¹	.....	.....	.....
30. Mississippi, Cleveland, Delta State Teachers College.....	4,800.00	.....	4,000.00	4,300.00	.....
31. Missouri, Cape Girardeau, Southeast State College.....	5,820.00	4,500.00	3,200.00	3,360.00	.....
32. Missouri, Springfield, Southwest State College.....	4,957.00	4,957.00	4,095.00	4,405.00	.....
33. Nebraska, Kearney, State Teachers College.....	5,000.00	4,700.00	.....	.....	.....
34. New Hampshire, Keene, Teachers College.....	4,120.00	3,940.00	.....	.....	.....
35. New Jersey, Glasboro, State Teachers College.....	6,180.00	4,920.00	.....	.....	.....
36. New Jersey, Paterson, State Teachers College.....	7,140.00	.....	.....	.....	.....
37. New Jersey, Trenton, State Teachers College.....	7,200.00	4,880.00	.....	.....	.....
38. New York, Albany, State Teachers College.....	6,906.00	5,448.00	.....	.....	6,396.00
39. New York, Oswego, State University Teachers College.....	6,845.50	5,371.00	.....	.....	4,052.00
40. North Carolina, Boone, Appalachian State Teachers College.....	5,398.00	.....	3,100.00	4,039.00	.....
41. North Carolina, Greenville, East Carolina College.....	7,419.00	.....	4,000.00	5,282.00	4,752.00
42. Oklahoma, Alva, Northwestern State College.....	4,248.00 ¹	4,248.00 ¹	.....	.....	.....
43. Oregon, Ashland, Southern College of Education.....	5,900.00	.....	5,200.00	5,900.00	.....
44. Oregon, La Grande, Eastern College of Education.....	5,800.00	.....	4,800.00	5,250.00	.....
45. Oregon, Mosmouth, College of Education.....	6,200.00	4,800.00	.....	.....	.....
46. Pennsylvania, Bloomsburg, State Teachers College.....	5,500.00	5,000.00	.....	.....	.....
47. Pennsylvania, California, State Teachers College.....	.....	.....	.....	.....	5,370.00
48. Pennsylvania, Clarion, State Teachers College.....	5,700.00	5,290.00	.....	.....	.....
49. Pennsylvania, Kutztown, State Teachers College.....	5,280.00	5,000.00	.....	.....	.....
50. Pennsylvania, Mansfield, State Teachers College.....	5,500.00 ¹	4,950.00 ¹	.....	.....	4,822.00
51. Pennsylvania, West Chester, State Teachers College.....	5,680.00	5,590.00	.....	.....	.....
52. Texas, Commerce, East Texas State Teachers College.....	.....	5,000.00	3,300.00	4,300.00	.....
53. Texas, Huntsville, Sam Houston State Teachers College.....	6,913.00	.....	4,230.00	4,780.00	.....
54. Texas, San Marcos, Southwest State Teachers College.....	5,820.00	.....	3,800.00	4,120.00	.....
55. Virginia, Farmville, Longwood College.....	6,000.00	4,320.00	.....	.....	.....
56. Virginia, Harrisonburg, Madison College.....	5,200.00 ¹	.....	3,510.00	4,830.00	.....
57. Virginia, Petersburg, State College.....	7,680.00	.....	3,936.00	4,920.00	.....
58. West Virginia, Fairmont, State College.....	.....	4,800.00	3,600.00	3,700.00	.....
59. West Virginia, Glenville, State College.....	4,100.00 ¹	.....	.....	.....	.....
60. Wisconsin, Milwaukee, State College.....	6,540.00	.....	4,215.00	5,390.00	.....
61. Wisconsin, Oshkosh, State College.....	5,267.00	4,367.00	.....	.....	.....
Low.....	4,100.00	3,400.00	3,100.00	3,360.00	3,568.33
Median.....	5,900.00	4,975.00	4,215.00	4,980.00	4,533.00
High.....	8,910.00	6,270.00	5,700.00	6,060.00	6,396.00

1953-1954 (as of September 1, 1954)

All Other		Nonprofessional		Budget 1954-1955			Total	Pro- fessional	Nonpro- fessional	Staff Total	Hours of Student Assistants
Minimum	Maximum	Minimum	Maximum	Salaries and Wages	Books, Periodicals Binding	Other Operating Expenses					
\$3,000.00	\$.....	\$1,200.00	\$.....	\$12,050.00	\$ 6,900.00	\$ 1,020.00	\$ 19,970.00	2	1	2	.....
.....	.....	.....	.....	15,820.00	8,000.00	800.00	24,320.00	3	.....	2	10,358
3,720.00	4,092.00	2,916.00	3,216.00	21,118.00	6,000.00	1,960.00	29,068.00	3	.....	5	10,283
3,720.00	4,296.00	2,772.00	4,092.00	52,938.00	23,185.00	3,252.00	79,375.00	8	3	11	4,700
.....	.....	.....	.....	47,976.00	19,720.00	2,562.00	70,258.00	8	2	10	10,235
3,720.00	4,980.00	2,640.00	3,540.00	99,661.00	30,300.00	5,075.00	135,036.00	12	8	20	14,317
3,780.00	4,296.00	2,772.00	3,540.00	63,759.00	37,200.00	6,973.00	107,932.00	8	4	12	76,046
3,720.00	4,296.00	2,640.00	4,092.00	137,466.00	41,450.00	3,550.00	182,466.00	20	11	31	16,432
3,400.00	4,500.00	2,400.00	3,150.00	50,305.00	16,700.00	2,000.00	69,005.00	3	3	11	.....
.....	.....	.....	.....	24,630.00	7,250.00	200.00	32,070.00	5	.....	5	8,894
5,280.00	5,610.00	1,860.00	4,400.00	66,915.00	26,500.00	15,225.00	108,640.00	8	3	11	10,130
.....	.....	4,920.00	.....	71,530.00	28,705.00	1,600.00	101,835.00	11	2	13	15,901
4,850.00	5,840.00	2,700.00	.....	41,465.00	17,343.00	1,450.00	60,258.00	8	1	9	5,000
.....	.....	1,800.00	2,700.00	55,497.00	25,500.00	12,785.00	93,782.00	7	5	12	17,800
.....	.....	.....	.....	60,000.00	20,000.00	5,000.00	85,000.00	10	1	11	19,565
.....	.....	2,000.00	.....	43,000.00	23,000.00	7,200.00	73,200.00	6	1	7	17,500
4,200.00	6,250.00	2,400.00	3,840.00	12,726.93	14,225.00	1,300.00	28,251.93	4	.....	1	8,007
.....	.....	2,629.17	4,282.00	50,900.00	30,000.00	3,635.00	84,535.00	7	2	10	14,839
3,572.00	4,282.00	2,600.00	3,225.00	15,865.66	5,754.83	254.05	22,677.30	2	2	4	1,605
.....	.....	.....	.....	29,394.00	8,622.00	1,014.00	39,030.00	6	1	7	1,604
.....	.....	.....	.....	5,700.00	1,800.00	125.00	7,625.00	1	.....	1	400
4,600.00	5,650.00	2,640.00	2,960.00	77,721.00	23,050.00	1,885.00	102,656.00	9	4	13	13,609
5,945.00	.....	.....	.....	17,065.00	7,200.00	850.00	25,715.00	3	.....	3	2,850
4,000.00	4,525.00	2,700.00	.....	59,897.00	14,825.00	2,175.00	76,897.00	7	1	8	12,152
.....	.....	4,096.00	.....	16,007.00	5,925.00	625.00	22,557.00	2	1	3	2,515
.....	.....	3,264.00	4,896.00	33,342.00	21,600.00	1,160.00	56,102.00	3	3	6	4,500
.....	.....	2,100.00	2,892.00	16,155.00	8,400.00	100.00	24,655.00	2	1	3	2,930
.....	.....	2,700.00	.....	.....	9,200.00	1,000.00	.....	4	4	8	4,755
.....	.....	2,700.00	.....	12,650.00	6,000.00	1,000.00	19,650.00	2	.....	2	1,085
1,800.00	.....	.....	.....	17,200.00	6,500.00	.....	23,700.00	3	1	4	3,950
.....	.....	.....	.....	22,000.00	12,500.00	5,500.00	40,000.00	5	1	6	9,016
.....	.....	.....	.....	.....	.....	.....	7,500.00	5	.....	5	11,607
.....	.....	.....	.....	14,450.00	8,350.00	500.00	23,300.00	2	.....	2	5,328
.....	.....	2,160.00	2,760.00	9,000.00	4,500.00	500.00	14,060.00	2	.....	2	2,089
.....	.....	.....	.....	14,825.00	4,704.00	0	19,529.00	2	1	3	1,530
3,120.00	4,920.00	.....	.....	19,880.00	6,600.00	.....	26,480.00	4	.....	4	2,000
4,020.00	4,920.00	2,880.00	3,480.00	38,790.00	8,100.00	600.00	47,490.00	6	1	7	3,993
2,870.00	4,280.00	2,450.00	3,700.00	48,000.00	13,100.00	1,800.00	62,900.00	8	2	10	2,382
2,931.44	3,731.84	2,180.40	2,984.80	35,000.00	13,550.00	2,750.00	51,300.00	7	1	8	2,810
.....	.....	2,779.00	.....	27,200.00	15,200.00	.....	42,400.00	4	1	5	12,206
4,380.00	.....	2,400.00	.....	50,531.00	17,000.00	1,600.00	69,131.00	8	1	9	15,275
.....	.....	.....	.....	11,900.00	7,300.00	800.00	20,000.00	2	.....	2	2,402
.....	.....	2,628.00	2,868.00	22,660.00	14,150.00	4,119.00	40,929.00	1	2	3	3,673
.....	.....	2,412.00	2,412.00	21,570.00	13,783.00	2,313.00	37,666.00	3	1	4	5,039
1,500.00	.....	2,124.00	.....	15,650.00	6,800.00	1,437.00	23,887.00	2	1	3	8,299
.....	.....	.....	.....	13,000.00	5,500.00	700.00	19,200.00	2	.....	2	3,750
.....	.....	3,510.00	.....	12,085.00	2,900.00	300.00	15,285.00	1	1	2	632
.....	.....	1.13	.....	16,975.00	6,482.00	2,757.00	26,214.00	2	1	3	1,822
.....	.....	.....	.....	20,960.00	6,500.00	739.00	28,199.00	3	.....	3	4,649
.....	.....	2,712.00	.....	.....	6,650.00	405.00	.....	3	1	4	45
.....	.....	3,042.00	3,960.00	30,000.00	5,000.00	1,000.00	36,000.00	3	2	5	4,940
.....	.....	1,950.00	.....	36,454.67	12,300.00	2,900.00	51,654.67	7	1	8	32,746
.....	.....	3,190.00	3,367.00	26,435.00	12,000.00	2,000.00	40,435.00	3	2	5	5,162
3,120.00	3,300.00	3,400.00	.....	33,080.00	12,500.00	1,350.00	46,930.00	6	1	7	10,850
3,456.00	.....	1,728.00	.....	22,700.00	6,700.00	5,800.00	35,200.00	4	.....	4	4,488
.....	.....	2,520.00	.....	29,000.00	11,600.00	2,700.00	43,300.00	4	1	5	7,013
3,168.00	3,906.00	2,520.00	3,024.00	48,000.00	10,000.00	5,000.00	60,000.00	7	3	10	9,777
3,000.00	.....	1,900.00	2,800.00	18,450.00	6,200.00	6,640.00	31,290.00	3	3	6	2,090
3,600.00	.....	675.00	.....	11,127.82	4,700.00	300.00	16,127.82	2	.....	2	4,302
.....	.....	2,184.00	2,984.00	37,584.00	15,800.00	750.00	54,134.00	6	2	8	5,000
7,740.00	.....	.....	.....	.....	8,000.00	500.00	.....	4	.....	4	2,600
1,500.00	2,712.00	1,728.00	2,400.00	5,700.00	2,900.00	254.05	7,500.00	1	1	1	400
3,720.00	4,296.00	2,520.00	3,216.00	26,435.00	10,000.00	1,600.00	39,030.00	4	2	5	5,000
7,740.00	6,250.00	4,920.00	4,896.00	137,466.00	41,450.00	15,225.00	182,466.00	20	11	31	32,746

1 Not reported. 2 Not charged to library budget. 3 Confidential. 4 For 9 months. 5 Included in total books, periodicals and binding. 6 Salary, wages, books, periodicals and binding not separate. 7 Hourly rate. 8 Hours per week. 9 For 10 months. 10 Mean for 8 staff members.

An Evaluation of the ACRL Statistics Report

Mr. Bentz is associate director, State University of Iowa Libraries and chairman, ACRL Statistics Committee.

IN AN EFFORT to appraise the clarity, the adequacy of coverage, and the usefulness of the data which it collects and reports, the ACRL Statistics Committee sent a brief questionnaire to those institutions which submit the annual statistics. Answers to the following questions were requested:

1. Do you use the data reported in C&RL? In what ways?
2. What facts reported do you find particularly useful?
3. What information is included which in your opinion could be eliminated? or consolidated? or collected less frequently than annually?
4. What information would you like to see added?
5. Are there ambiguities in the questionnaire or in the report? If so, what suggestions for clarification can you make?
6. Are you satisfied with the reporting medium (C&RL)?
7. Are the data in C&RL difficult to use? Suggestions for improvement?
8. Do you feel that the ACRL statistics

could replace the Princeton (ARL) statistics?

9. Do you favor omitting from the published tables those institutions which do not report salary data?
10. Should the Committee attempt to secure additional special information from time to time? These data might then be used as bases for investigation into special problems. Any suggestions?
11. Other. (Please feel free to comment on or to criticize any aspect of the Committee's work.)

Replies were received from 127 librarians representing the following groups included in the published tables of COLLEGE AND RESEARCH LIBRARIES, January 1954. Forty-nine out of 70 Group I libraries responded. Twenty-nine Group II out of a possible 67, 24 Group III out of 69, and 14 Teachers Colleges out of 57 institutions sent in replies. Eleven replies were received from libraries not included in last year's published tables. Apparently the larger libraries are more interested in this problem of collecting statistics since 70 per cent replied. Although more librarians might have responded, an analysis of the data received may indicate a trend in the thinking of librarians generally.

TABLE I
Use Made of Statistics

Use	I	II	III	T.C.	Unpublished	Total
Budget Planning	22	13	5	6	7	53
Comparative Purposes	17	15	16	7	4	59
Total	39	28	21	13	11	112*

* 13 others reported "yes" and remaining 2 libraries indicated no use made of statistics.

SUMMARY OF DATA RECEIVED

TABLE II
Most Useful Published Data

Data	I	II	III	T.C.	Unpublished	Total
Salaries	27	12	6	2	6	53
Operating Expenditures	19	7	4	3	4	37
Size of Collection	10	7	3	2	4	26
Everything	10	7	5	2	1	25
Number of Staff	5	9	1	4	2	21
Volumes Added	8	5	3	2	1	19
Ratio Library to Institutional Expenditures	4	6	4	4	—	18
Budget	4	4	4	2	3	17

TABLE III
Additional Information Desired

Information	Total	Information	Total
None	53	Faculty Status	3
Circulation Statistics	24	Sick Leave	3
Hours of Service	15	Inter-library Loans	2
Vacations	10	Number on Library Staff by Department	2
Audio-visual Budgets	8	Number of Branch Libraries	2
Data from more Libraries	5		
Pay for Student Help	5		

TABLE IV
Satisfied with Reporting Medium

Response	I	II	III	T.C.	Unpublished	Total
Yes	42	24	19	13	11	109
No Comment	7	5	5	1	—	18

GENERAL COMMENTS AND USEFULNESS
OF ABOVE DATA TO THE ACRL
STATISTICS COMMITTEE

Your ACRL Statistics Committee had hoped that the information received would help in revising the Reporting Form for 1953/54; however, little change seemed to be desired by the membership. A tally of the questionnaires indicated that 79 libraries, or 62% of those reporting, suggest that no information should be eliminated, consolidated, or collected less frequently than annually. Table III shows that 53 institutions reported "none" to the question, "What information would you like to see

added?" Seventy-one libraries reported there were no ambiguities. One hundred and nine institutions were satisfied with COLLEGE AND RESEARCH LIBRARIES as the reporting medium (Table IV); 87 indicated the data were not difficult to use (Table V); 38 said the Committee should not attempt to secure any special information from time to time, and the 24 institutions that replied in the affirmative had no suggestions to make.

The Committee had no motive in asking the question regarding the Princeton (ARL) statistics other than possibly considering the elimination of duplicate effort

TABLE V
Are the Data in C&RL Difficult to Use?

Response	I	II	III	T.C.	Unpublished	Total
No	24	24	19	11	9	87
Clearer Layout of Printed Figures	15	1	—	—	2	18
Did Not Answer	10	4	5	3	—	22

TABLE VI
Should ACRL Statistics Replace Princeton (ARL) Statistics?

Response	I	II	III	T.C.	Unpublished	Total
Yes	27	18	8	8	7	68
No	16	1	4	—	1	22
No Opinion	6	10	12	6	3	37

TABLE VII
Should Institutions Withholding Salary Data Be Omitted from Published Tables?

Response	I	II	III	T.C.	Unpublished	Total
No	38	24	15	9	9	95
Yes	7	4	4	3	2	20
Did Not Answer	4	1	5	2	—	12

and information on the part of many libraries. Sixty-eight libraries, or 54% of those replying, felt that the ACRL report could replace the Princeton statistics (Table VI). It is true that the same information is included and the data are made available at approximately the same time. Further, the same institutions *could* report to ACRL. The problem resulting from lack of continuity need not exist if the same institutions would submit reports regularly and would report fully.

INADEQUACIES IN THE STATISTICS OF RECENT YEARS

A careful study of the different categories of information supplied reveals many inequalities. Since most librarians do use the data for budget planning, a more sound basis for valid comparison is necessary. Look at a few of the many inconsistencies in reporting:

1. Number on Faculty. What constitutes a faculty member? Does one include teaching assistants and part-time instructors? It is possible to equate them to full-time on a uniform basis?
2. Student Enrollment. When is a student a graduate student? How are students in professional schools reported when they already have an undergraduate degree?
3. Book Stock and Volumes Added. There is a difference in the counting of holdings. Some institutions use a bibliographical method of counting; others, a physical volume count; and some, a modified form of both. This is an age old problem.¹ Some libraries include all state and federal documents, others do not include any, and some report only those that are bound and fully cataloged.
4. Number of Periodicals. Many institutions include all serials. Serials record

¹ Downs, Robert B., "Uniform Statistics for Library Holdings," *Library Quarterly*, 16:63-69, January, 1946; Lyle, Guy R., "Counting Library Holdings," *COLLEGE AND RESEARCH LIBRARIES*, 11:69-72, January, 1950.

files are not broken down according to the definition of a periodical. The serials figure alone is meaningless since some libraries catalog monographic literature as separate titles and hence count them as physical volumes.

5. Expenditures for Periodicals. This should not include cost of serials and yet many files do not show the cost of periodicals separately.
6. Per Student Operating Expenditures and Ratio of Library Expenditures to Total Institutional Expenditures. These are not valid figures because of the many enrollment categories and differences in the programs of institutions. Does it take fewer or more library materials for special day and night students? Doesn't it cost more to run a library if an institution has a predominantly strong graduate program? Isn't a highly departmentalized system more expensive than one that is centralized?
7. Salary Data. Too few institutions report full information. The data now received are not comparable because of divergent personnel classification systems and differences in the interpretation of who is a professional librarian. Many professional positions on some library staffs are filled by non-academic positions on others.
8. Lack in the continuity of reporting full information by the same institutions.

CHANGES MADE IN THE 1953/54 REPORTING FORM

As a result of the Committee's deliberations in Minneapolis, some changes were made on this year's reporting form based on the majority opinion expressed in the questionnaire. The possibility of reporting all salary information by the "range method" rather than by position was considered, but since the present arrangement has been used for the past twenty years and since the librarians responding to the questionnaires found the salary data to be the most useful (see Table II above), no change was recommended.

The number on the faculty has been eliminated because few librarians computed the figure in the same manner. Also, this type of information is available through other sources.

The Committee asked that the student enrollment figure correspond to the one reported to the U.S. Office of Education and published in *Fall Enrollment in Higher Educational Institutions*. Further, it was requested that only students enrolled in the Graduate College be counted as graduate students.

Expenditures for books and periodicals were combined under one heading. This figure previously was not given separately by many libraries and frequently the expenditures for periodicals included all serials.

The median salary figure by position was eliminated and the number in each position was added. Many librarians felt this median figure was not too useful and that it required too much time to compute. Division heads were placed with department heads unless the former were also associate or assistant chief librarians.

Length of work week both by hours and days was requested only as a sample of the kind of special information that might be collected from time to time.

THE COMMITTEE'S HOPE FOR THE FUTURE

A great amount of time, effort, and expense is involved in publishing the ACRL statistics. The Committee would like very much to give the membership what it wants, but in so doing, cooperation is necessary. There is need for more careful and continuous reporting by the same institutions year after year, and for the submission of all data requested. An attempt should be made by all libraries to report salary information

(Continued on page 92)

By JAMES A. HULBERT

Development of Reference Work, USIS Library, Paris¹

Mr. Hulbert is librarian, United States Information Service Library, Paris.

AFTER nearly ten years of unique service in Paris, that animated nerve center of French intellectual life, the United States Information Service Library has realized a high professional place and a fine reputation for service among the reading public. This reputation has been gained in part by standard public library devices—the open shelf system of arranging books, attractive reading rooms, and generous lending privileges—but especially by a documentation and reference service carefully developed to meet French needs for information on the life and culture of the United States. In addition to this service the library makes available a free lending service of standard and current books, periodicals, and other materials. A third major area of service is that of extension loans by mail of French translations of American books. All of these services reach the provinces by means of five branches maintained in Bordeaux, Lille, Lyon, Marseille, and Strasbourg. The Paris library functions as a central agency for book acquisitions, gives supervision to organization and technical routines, and acts as a clearing house for such infor-

mation and materials which the branches are unable to provide.

MODEST BEGINNING IN 1945

A unit of the new Government Information Service which succeeded the Office of War Information in 1945, the "documentation center" marked its official opening in February of that year. Its modest beginning was on the Place de l'Opéra in a little room seating exactly twenty-five persons and with a nucleus of between 400 and 500 "representative" American books. Announcements of the venture were sent to key officials, citizens, and groups of scholarly interests: "The Center will be open daily for the use of the French public who wish to inform themselves concerning America and things American." Public response was immediate and dramatic. Hundreds of people waited in line during the first weeks, many desiring only standing room around the walls to reach the materials displayed. Serious and popular readers vied with each other for service, and for a time the librarian was undecided which group to favor; this question was later resolved when the quarters were enlarged to double the seating capacity and a separate room was obtained to house the reference and technical materials. Space continued to be a problem and the library was destined to undergo two other moves before coming to its present location on the Champs Élysées.

DEMANDS FOR SCIENCE SERVICES

From the outset and continuing until re-

¹ The chief sources are the official USIS reports of the librarian, dated January 1945-June 1948, and of the general staff meetings from August 1945 to date. Several library staff members have seen continuous service since 1946, and their assistance is gratefully acknowledged. The author, now director of the library, has served under two previous directors. The article, "USIS Library: Paris" (*Library Journal*, June 1, 1953, pp. 945-948) by the author of this article, and Gladys Solomon's "Information Please—Paris Style" (*Christian Science Monitor*, December 17, 1949, p. 13) have also been used.

cently there was an almost exaggerated concern with the sciences and technology. This policy was undoubtedly due in large measure to the excessive needs of the postwar period and the consequently heavy demands made upon the library by practitioners in scientific fields, especially doctors. French scientific life had long been cut off from foreign developments by the black-out of war, and its normally vigorous and creative nature had been stifled. Reports of the librarian regularly mentioned the great use by specialists in 1945. So numerous were requests for technical and medical journals during the first weeks that loans were limited to a period of forty-eight hours; many of these were used for the photostating of certain articles. In May there were over 5,000 inquiries and reference questions noted in a report for the previous six-weeks period; the large majority of these were in the fields of chemistry, medicine, engineering, radio, housing, and architecture. The number of visitors to the library in August exceeded 10,000; by October the figure had reached 13,000. Lists of library periodicals distributed to other libraries and research centers brought increasing demands. In a single month of this year a total of fifty-one scientific and technical organizations were furnished documentation of various kinds.

The trend was the same in 1946. The documentation service in medicine had become so important that other centers were providing materials to strengthen the USIS collections; it was reported that a gift of books had been received from the *École de Médecine* of the Université de Paris, and that 200 medical periodicals had been acquired from the library of the Sorbonne. Extensive purchases of books were made with the National Research Council bibliography, *Scientific, Medical and Technical Books . . . 1930-1944*, as a guide; French professors were invited to participate in this

selection. Copies of this bibliography were presented to appropriate Paris libraries. Photostating of scientific articles unavailable in Paris, which had formerly been referred to Washington for procurement, had to be discontinued, so large was the volume of requests; however, this service received new life when the Centre National de la Recherche Scientifique offered to assume responsibility for it. The importance of the library's services was further heightened with the closing of all of the French ministerial information centers, due to reasons of economy, and the resulting increased demands for scientific documentation coming from government officials. To assist with this rapidly expanding service, a young Frenchman having special training in the sciences was appointed.

In 1948 an American librarian, a specialist in science reference work, arrived to supervise this phase of the library program. A special department had been begun, and the book collections in the 500's and 600's and the files of periodicals in science and technology had become the largest and the most important classes in the library. The science trend was strengthened with the launching of the Economic Cooperation Administration program in France, for it was USIS policy to closely support the Marshall Plan objectives. Technology exhibits, booklists on "productivity," and the publicizing of useful materials on the many and varied topics having to do with labor, management, and the stimulation of business and industry were important functions of the new department. Strong interest in American medical books and journals continued during this year, and it was reported to USIS officials that the Paris physicians were desirous that the library remain open during the evenings to permit their visits after business hours—a request which could not be granted because of inadequacy of staff.

CHANGE OF EMPHASIS

This emphasis on science and technology continued until 1952 when it began to be obvious that the collections were deficient in American literature, fine arts and music, and certain of the social sciences. There were by this time fewer requirements for scientific reference and, conversely, a growing number of requests for information in non-scientific subjects; circulation in the natural and applied sciences had fallen considerably. Definite developments in the international publishing field were factors in this lessening interest in science, as far as the specific library services of USIS were concerned. French libraries and institutions, as well as individuals themselves, were resuming their subscriptions to American periodicals. Book purchases from across the Atlantic, first stimulated by the Economic Cooperation Administration, began to be more than a trickle. The Department of State had taken over the Informational Media Guarantee program, aiding foreign booksellers and American publishers by underwriting dollar returns for payments made in local currencies. UNESCO book coupons came into use. Franco-American bookseller contacts were being renewed and widened. In short, the free exchange of printed matter was again well under way with the improved economic situation and there no longer existed the need for the phenomenal science services which the library had supplied during its early years.

IMPORTANCE OF CULTURE

Accordingly the library staff decided that as far as the objectives of the library were concerned, other subject fields were equally as important as the sciences, if not more so. There could be no justification for neglect of the humanities and the social sciences in developing the library services: a scientific view as the sole perspective of American

society was simply an inaccurate one. Furthermore, one of the most distorted contentions of anti-American propaganda, acceptable even to many sympathetic Europeans, was that, although Americans excelled in technology, they were devoid of culture, i.e., culture in the sense of artistic and spiritual creativeness. Critics were absorbed with the problem of American civilization, the characteristic symbols of which, at least in their thinking, were production lines and the dollar sign. It was difficult to point out to such critics that there existed a massive volume of cultural activity of all kinds in the United States, that some libraries and museums had richer holdings than many European ones, and that drama, symphonic concerts and exhibitions were very widely supported. French visitors to the States admittedly were astonished at such activity but even their reports made little impression upon prevailing criticism.

A BLUEPRINT PROVIDED

In 1953 the Science and Technology department was discontinued and the room was given over to work with periodicals. Books in the 500's and 600's were weeded out and then shelved within their class locations in the general collection. The files of medical and technological periodicals were considerably reduced and older runs were presented to appropriate libraries and institutions. Immediate attention was directed to the expansion of the book collections in the deficient subject areas. The following statement of library policy as relating to science and technology was proposed:

1. A limited number of subject fields should be determined, the paramount considerations being general reference needs and broad library usefulness.
 - a) These fields should provide a blueprint for the development of the

the sciences and technology collections, and for reference activities.

2. Materials, in general, should be limited to the following:
 - a) Books of a historical nature, limited to, or emphasizing American contributions.
 - b) General surveys of current activities and peculiarly American topics.
 - c) Yearbooks and compilations within certain special fields, e.g., medicine.
 - d) Catalogs and buying guides, e.g., in industry and engineering.
 - e) Periodicals should be generously provided, representing many subjects no longer found in the book collections.
3. Generally the library will disavow the label of "research library" nor will science collections be either continued or developed with the aims of research in view—except, incidentally, as the materials which are provided may be found to be of special use.

Although this statement has not been officially adopted, it does represent the thinking of the library staff and it is serving as an interim guide in book selection and reference work.

The library reference service is based upon a small but adequate collection of familiar American reference books. The standard encyclopedias, dictionaries, and yearbooks are supplemented by many special aids, including those for science and technology which are mentioned in the policy statement above. Telephone directories of the larger American cities are frequently used sources. A unique type of Americana of great interest to the French is the mail order house catalog. Descriptive materials on American cities and states, such as travel guides, maps and street guides, and chamber of commerce brochures, are never sufficient for the demands. Educational directories and files of college and university catalogs are constantly used by exchange students and professors. Professional registers in medicine, law, business, and the arts facilitate

transoceanic contacts for many persons. Dictionaries of Americanisms, colloquial usage and slang provide help for astonished students of the "American language" and frustrated translators of Hemingway and Faulkner.

DOCUMENTATION CENTER

The library is a "special library" only in the sense that it is a government library, or that it is limited to materials on the United States. To the French it is a "documentation center" and it is included in the list of such centers in the official *Répertoire des Bibliothèques de France*. The total of the book collection is approximately 20,000 volumes, of which about 6,500 are French translations—all representing a choice of recently published works on American life and culture. Periodical subscriptions exceed 450, many of which are in medicine and technology—a concession to patrons interested in these fields since the discontinuance of the special science room. Among these subscriptions are found the outstanding titles in literature, music, art, and religion. Education, business, psychology, and library science also are well represented.

Excellent working relations are maintained with some of the major libraries of Paris. Exchange of reference information is frequent. The library often makes gifts of duplicates and new books to these libraries when the materials are outside of its own fields of interest. It also advises and aids with the official Information Service presentations of selected American books to French universities. Regular contacts are had with the libraries of the Sorbonne, Sainte-Geneviève, the Faculté de Médecine of the Université de Paris, and the Bibliothèque Nationale. The libraries of international agencies, especially UNESCO, NATO and SHAPE, also make use of the library's services. Since the beginning of

the Information Service program in France, good relations have been maintained with the American Library in Paris, a private subscription library devoted to both English and American life. Similar contacts, culminating in reference service, loans to students, and professional library advice, are had with the library of the Fondation des États-Unis of Cité Universitaire.

By far the greater part of the reference service is required for information of contemporary importance. Current American materials like newspapers, government publications, and special reports of governmental and private agencies may be in demand in France almost as quickly as in the United States. American activities of all kinds, especially those of international character, are immediately made public since French press services in the United States are as active as the American ones in France. Such sensational, though newsworthy, items as the Kefauver and the Kinsey reports were also of front page interest in France. The Eisenhower Economic Report and his historic declaration on the peaceful uses of atomic power were of infinitely wider significance, geographically, than in the United States. In May 1954, only a few days after the Supreme Court's decision on segregation in education, French publications were featuring stories on this topic simultaneously with the American press. Indeed, Americans often are surprised to learn how closely their ideas and opinions are followed in France. American periodicals are more widely read than it would be assumed; the major ones of news and popular value are found on most of the large newsstands in Paris. Certainly no controversial article escapes attention. The elaborate and far-fetched war issue of *Collier's* appearing in 1952 created a furor of discussion as to American foreign policy. *Life* magazine's article on Indo-China in 1953 and its special

issue on Germany this year caused only a little less excited attention and comment. There are few developments in the United States which do not have implications for the library, whether they be in foreign policy, industry, literature and art, or in rehabilitation of the physically handicapped—all may have news significance in France and set up currents of interest among groups and individuals having parallel interests and specializations.

WORKING WITH TEACHERS

If American science and technology have determined past library emphasis in reference and reader services, it appears now that the humanities and social sciences will prescribe much of the work of the future. The majority of library registrants are people with such interests—university professors, *lycée* teachers, and students constituting one large group; in addition to these are journalists, lawyers, publishers, translators, and creative workers in literature and art. The first group is very significant, the teachers providing the best, and almost the only contact through which USIS is able to reach young people with American books. One means by which this contact is exploited is the annual series of Americana Day programs sponsored by the Cultural Section of the Information Service for the benefit of French teachers of English. These programs utilize appropriate lectures, films and exhibitions and are built around some important theme from American life, possibly in literature, history or sociology. They are carried out entirely in the English language. The American novel, American Indians, the Negro, and education have been subjects of successful Americana Days. The library participates with exhibits of books, e.g., on the teaching of English, the "American language," and children's literature. Book lists are distributed and announce-

ments of library services are made. Each of the six Information Centers has at least one such program each year and the audiences are most enthusiastic.

Nearly a thousand copies of the list, *Books on the English Language and American Civilization*, compiled by the library staff, were distributed to teachers in the Paris-Cherbourg area alone. Circulars describing library services were included with the lists. The effectiveness of such a contact was more than proved; in one five-week period, for instance, the recipients of these lists sent in thirty-five letters of inquiry about library services, there were ten visits of teachers from Paris *lycées* and *cours complémentaires*, and loans of over 300 books were made. The Paris teachers are always interested in simple and readable materials in American history and geography for use in their classes. In this connection the *Picture Book of the States* series, written by Bernadine Bailey and published by Albert Whitman and Company, has been found so useful that the library stocks individual titles in duplicates for all six libraries. This teacher contact with *lycée* students is utilized for special library programs; for example, the book fair for children and young people carried out in 1952, and the American holiday programs during the same year. Hundreds of young Parisian scholars have been introduced to American life and thought by means of American books, as well as films, music and story hours.

LIBRARY EXHIBITS ATTRACT READERS

In publicizing the services of the library, exhibitions combined with special programs are effectively employed to reach other groups than school children. The publication of Hemingway's *The Old Man and the Sea* in French translation was the occasion in the library for a colorful display of American books in translation, which was

opened with an appropriate program before a group of translators, publishers, book reviewers, and professors. The featured speaker was Jean Dutourd, prominent author and the translator of the Hemingway book. A similar ceremony in April 1954 was that of the opening of an exhibit of first and special editions entitled, "American Books, 1655-1954," originally displayed in London by the Times Bookshop and later loaned to the Paris Information Service. This program was dignified by the attendance of the American Ambassador, the Director General of UNESCO, and several important French publishers. Library exhibits are a regularly used device to inform and stimulate the prospective reader, and considerable thought and planning are given to them. Recent exhibits which have attracted much attention were one on Louisiana timed to appear with the magnificent French exhibit marking the sesquicentennial of the Louisiana Purchase, and another, "The West in Fiction," the West being a subject of perennial interest to the French. Other lesser ones have been based on a number of topics, ranging from American cookery to prefabricated houses.

Among other pertinent library reference services is the close cooperation with the work of the other book programs of the Information Service. These programs are those of the Presentations and Translations Units, the former having the responsibility for large-scale buying of select American books for planned distribution and gifts throughout France, and the latter for the encouragement of the local publishing of translations of American books. The library serves as a bibliographic center for these activities, and staff members occasionally assist in the formal presentations of gifts. Evaluations of books, authors, and translators as well as other information are regularly interchanged among these three

units allowing a comprehensive approach to both American and French publishing fields as regarding books of program utility.

REFERENCE PROCEDURES

In conclusion it may be of interest to summarize something relative to reference procedures and the questions. Inquiries reach the library by telephone, by letters, and, of course, by personal visits. There are seven French staff members handling these questions, two of them being assigned to the periodicals room. This staff is supervised by an American professional librarian. Inquiries coming by phone are routed to the proper desk although, generally, there is no specialization except for questions in science and technology; the library is fortunate, however, in having among the reference staff members backgrounds in English, art, economics, and music in addition to library science. Telephone inquiries, which are very numerous, may come from government ministries, business firms, other libraries, and the many American and international agencies in Paris. Such requests may be for matters of quick reference, such as an address, the price of a book, or some statistical figure; or they may be for information requiring a lengthy search, such as background facts on federal services to education, or how the official price indices are derived.

Reference letters are quite common and Paris receives as many as a hundred in one month. Some inquiries are referred from the branches and, occasionally, from the French colonies and possessions where there are USIS centers. Many inquiries are of a technical nature requiring considerable time and effort to compile the answers. One person is often assigned to handle the letters and no matter how difficult they may be, all receive serious attention with replies usually mailed within one to three days.

The questions vary as much as they do in any American public library. An author writing a book on Beaumarchais wished to have details about materials on the American Revolution in the National Archives in Washington. The American Friends Service Committee needed a loan of books on human relations for an international conference in Switzerland. The French division of General Motors wanted advice as to the organization of a technical reading room for its employees. UNESCO required documentation for a special issue of the *Courier*. A visiting group from the National Research Center of Yugoslavia wished to see the operations of the library and hear about its organization. The woman's magazine, *Fémina* needed data on the consumption and the prices of eggs in the United States. A theatrical group wanted addresses of American universities in order to plan an itinerary for the presentation of French plays.

RESEARCH AID TO AUTHORS

Many important researches have been based in part upon materials and assistance furnished by the library. The reference staff, understandably, takes great pride in some of the completed projects. An early example was an important book on the uses of penicillin in medication as practiced in the United States. The two war books of Georges Blond, *Le Survivant du Pacifique* and *D'Arromanches à Berlin* are other examples, the first being an account of the aircraft carrier "Enterprise" in the Pacific theater of operations and the second dealing with the Normandy campaign. Another recent example is the much discussed book, *Tableau des États-Unis* by André Siegfried; the savant of the Académie Française not only utilized library materials but he also interviewed American library staff members on certain topics. The editors of *Réalités*,

an outstanding and beautifully illustrated example of French journalism, called upon the library for supplementary information for their special issue on the United States which was published in 1953 in separate French and English editions. Many lecturers rely upon library reference aid which has been provided upon such subjects as American youth, American women, and the blind in the United States. And the reference librarians are still sentimental over the pictures of American dress of the Civil War period which they furnished for the designing of costumes for a masquerade ball sponsored by the firm Parfums Guerlain—the theme, "Gone With the Wind."

REFERENCE STAFF

The French staff members are constantly engaged in studying American reference tools and materials, an activity guided and encouraged by their American colleagues. In-service training, of necessity, is a continuous process. Though much of it requires individual personal effort, there are planned staff talks, reports, and book reviews. It is essential that they have as much background knowledge of the United States as possible, and every activity is stressed which will contribute to their useful information. Great reliance is placed upon the aid of each assistant in reference procedures, and the close cooperation of French and Americans is often imperative in the interpretation of questions. Every printed resource, intellectual background, and human experience within the organization is called upon when there is need; if these fail, other libraries and agencies are contacted. In special cases questions may even be referred to Washington for fuller information. On the whole the success of the staff is quite high when measured by standards of initiative, resourcefulness, logical follow-through, and speed.

The position of the French staff is often a difficult one when aiding with subjects of a controversial nature. Display by patrons of anti-American sentiment calls for careful handling. But the policy of objectivity, rooted in good sense and good manners, does not blind them to a sense of high purpose in their work, to a belief in the aims for which the library stands. Being in a favored position as far as information is concerned, they have caught a vision of the real America, a vision shorn of the transient events of the day and the obscuring things of only superficial relevance. The United States is no easy country either to understand, or to interpret—particularly in times of international stress as these today.

TYPICALLY AMERICAN ATMOSPHERE

American concepts of freedom of inquiry and the objective pursuit of knowledge, as observed in the library, command respect simply because they are identical with the concepts of the French. Another impressive thing about the library to the French is its typically American atmosphere, so different from the prevalent situation in many European libraries. The informality and freedom which characterize its activities are genuinely inviting—access is free, loans are free, movement is unchallenged. One may read or look as he wishes, browse, remove books from the shelves, sit where he pleases, leave when he pleases—all of these things without the restraints of officialdom and red tape. Materials and reference service are freely available to be utilized as the reader wishes.

A library as an institution can be no greater than the aims for which it stands. The United States Information Service Library, therefore, is a modest but effective symbol of Franco-American cooperation and understanding.

The College Librarian: Sociology of a Professional Specialization

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EVERY JOB IS MORE than a set of tasks or functions. It is a set of relationships as well—relations with authority, relations with others in the same trade or profession, relations with fellow-workers on the job, relations with clients or customers. Specialization within a field, moreover, often involves special relations as well as special functions.

The college librarian's job is obviously a specialization of this sort. Not only his functions but also his relationships are, in large measure, determined by the institution he serves.

This paper, therefore, considers in some detail the pattern of relationships which affect college librarianship as a professional specialization, particularly those which are inherent in the college as a social institution.

THE COLLEGE

The college is a complex institution. It is comparable to the hospital in many respects. And in sociological studies of the hospital¹ one can find parallels which are pertinent to the present analysis. In the hospital, as in the college, complexity of organization reflects a wide variety of functions performed, structuring, to some ex-

tent, the relationships among three major groups: the administrators, the professionals, and the clients.

As in the hospital the key relationship is that between doctor and patient, the key relationship in the college is between teacher and student. Since the main business of the college is education, highest value is placed on this relationship. The administration exists to facilitate it.

A problem of the college, as of the hospital, however, lies in the fact that two status systems exist simultaneously within it, the one bureaucratic, reflecting the administrative hierarchy, the other functional, reflecting the values placed by the community on the functions performed. The conflicts arising out of this dichotomy are probably not as critical in the college as they are in the hospital, but they exist nonetheless.

Within this general pattern of relationship, the librarian is responsible for an enterprise which is ancillary to the main business of the institution, comparable, perhaps, to the pharmacy department, the pathology department, the nursing department in the hospital. Such enterprises are essential to the achievement of the purpose of the parent institution, but they are subordinate, and the position of those responsible for them is often anomalous.

THE LIBRARIAN'S FUNCTIONS

The functions of the head librarian of a college fall into three categories. First, as

¹ Smith, Harvey L. "The Sociological Study of Hospitals." (Unpublished Ph.D. dissertation, University of Chicago, 1949).

the administrator of an auxiliary enterprise, he is often responsible for the expenditure of large sums of money, the maintenance of extensive plant and equipment, the organizing and servicing of a tremendous investment in material, and the supervision of a large staff. Second, because the library is designed to implement directly the educational process, he is, in a sense, an educator. His work is much closer to the teacher-student relationship than is that of the comptroller or the engineer, for example. And finally, because he works with books, he is a bookman, even, perhaps, a scholar.

All of these functions are clearly important. The degree of emphasis placed upon any one of them varies in a given situation with the nature of the institution and with the taste and talent of the librarian. We are concerned here not with the usual or proper dominance of any one of the functions, but with the pattern of relationships around each.

As an administrator, he must work frequently and closely with people in the personnel department, the purchasing department, the buildings and grounds department, etc. He values orderly procedures, smoothness of operation. His attention is focused on economy and efficiency.

As an educator he must work closely with the teaching faculty. He values service keyed to instructional goals. His attention is centered on curriculum-building, teaching methods, student use of the library.

As a bookman he works closely with the scholars and research men on the faculty. He values the good collection, the research materials, perhaps the rare books. His attention is centered on research needs, bibliographical tools and services.

All of these relationships are inherent to one degree or another in his job. In addition, as a librarian, he is influenced in some

measure by the notions which are attached to the library itself, particularly to the public library. He values reading as a good in itself. He values skill in the use of the library as a tool for self-education. He feels an obligation to promote use of the library quite apart from its relationship to instructional objectives.

It is worth repeating that any one college librarian may stress one or another of these elements in his concept of his own in the college. But all of the elements are present. They are, furthermore, all present in the composite faculty concept of the librarian's role, as we shall see.

THE LIBRARIAN'S STATUS

How, then, do these various functions and the relationships they involve affect the status of the librarian in the college community? In a situation where the instructor ranks high and the administrator ranks low on the functional status scale, the status of the librarian may be determined by which function is stressed in his work, in his self-concept and in the concept of him held by others in the college community.

In the academic community, faculty rank is an important and convenient symbol of status. Indeed, faculty rank is a prize for which academic librarians are still fighting.² The head librarian is accepted as a member of the faculty in most colleges. But he is not always so accepted, nor is his position always clear. The catalogs of five highly-regarded colleges in the Midwest listed the librarians as follows:

- College A Librarian and Professor of Library Science
- College B (with administrators, not with faculty)
- College C Librarian (under rubric Associate Professor)

² Downs, Robert B., "Are College and University Librarians Academic?" *COLLEGE AND RESEARCH LIBRARIES*, 15:9-14, January, 1954.

College D	Librarian with Rank of Assistant Professor
College E	Librarian and Associate Professor of English

Only in College A were other members of the library staff listed as faculty. Here, these others have teaching responsibility in the Department of Library Science.

In one of these colleges, the writer interviewed twenty-nine faculty members, in connection with another study. Twenty-two of them were asked if the librarian should be a member of the faculty. Seventeen answered "yes" unequivocally. The other five had reservations, not about the incumbent librarian, but about the librarian in general. They were then asked if they thought the rest of the professional library staff should also have faculty rank. They answered as follows:

12	no
2	yes
2	depends on function
2	depends on training
1	depends on person

They were not asked their reasons for their opinions but some volunteered it. The reasons given reveal pretty clearly one or another of the following attitudes toward faculty rank:

1. Faculty rank as a status symbol:
 "They are not intellectual."
 "I hate the dichotomy between faculty and staff."
 "They are adequately represented by the librarian."
 "I feel there can be proliferation of faculty rank."
2. Faculty rank as related to function:
 "They have no contact with educational matters where policy is required."
 "They are concerned with instruction and discipline."
 "The reference and circulation librarians are concerned with the educational program."

3. Faculty rank as related to training:
 "They should have equal rank for equal training."

These quotations demonstrate that faculty rank is recognized as a status symbol, and that where it is jealously guarded, the librarian is considered to be qualified for it primarily by virtue of his function as educator or scholar.

It should be pointed out that in this particular college, the librarian is a member of the faculty, held in high esteem by his colleagues. He has an advanced degree in history, has taught English in the college, and he is clearly a bookman in his interests. He is also considered a good administrator, and his committee work in the faculty has been primarily with administrative committees.

To get a further idea of the faculty member's conception of the role of the librarian, the respondents were asked to what committees the college librarian, not the librarian of this college but any college librarian, should be assigned. The following committees were named:

Library	7 times
Curriculum and instruction	14 times
Administration	6 times
Discipline	2 times
Student affairs	1 times

It can be assumed that more respondents would have indicated the library committee had they not felt it obvious. Those who did suggest it invariably commented that it was obvious. Well over half of the respondents apparently think the librarian's function as educator is most important.

They were asked, further, what they conferred with their own librarian about. And they answered as follows:

Books (purchases, search for o.p.'s, etc.)	11
Course needs (duplicates, physical set-up, etc.)	4

What use students are making of the library	2
Other (noise, departmentalization, etc.)	6

From these answers it seems that the bookman function is most appreciated in their own librarian.

To summarize, then, here is a college librarian who is fully accepted by the teaching faculty as one of them. He is especially valued as a scholar and a bookman. His staff, however, is not so accepted. It is not assumed that they, *as librarians*, will be either educators or bookmen. One more quotation will emphasize this point:

Q: Should the librarian be a member of the faculty?

A: Not necessarily. Mr. ——— should be. He thinks of other things besides what's going on in the catalog room. He's widely read. He keeps up the quality of the library. He has taught classes.

I might as well say this, too. I know you're studying library science, but I think a librarian should have minimum training in library science and lots of humanities and social sciences, especially humanities. He should recognize content. Mr. ——— can compete with the faculty on their own terms.

Q: What about the rest of the staff? Should they be on the faculty?

A: No. They are librarians, not intellectual people.

Q: Are you saying that the head librarian should be given faculty status only if he happens to be a person like Mr. ——— or that the college should hire only a person like Mr. ——— as librarian?

A: He's the kind of person you should have for a college like this. It should be a requirement that the librarian be able to read, talk, think—for a college like this. I wouldn't be sure of the librarian of Widener, whether he's this kind.

If we are defensive, we will label this comment extreme or even ignorant, but it is honest, and it illustrates the status problem of the college librarian.

It may be helpful to recall here the parallel with the hospital. As an administrator, the college librarian like the pathologist, the pharmacist, the head nurse, may rank high in the administrative hierarchy but low in the functional status system. If he is not accorded faculty rank he may feel that he is not truly a member of the academic profession and, like the pharmacist and the nurse, seek self-esteem within his own occupational specialization. Even with faculty rank, unless he actually teaches, he is likely to feel, as do the pathologist and the anaesthesiologist,³ that he does not quite belong, until and unless he proves himself to be personally qualified as an educator and a scholar.

THE LIBRARIAN'S CLIENTS

Whether or not the instructor is a colleague, he is certainly a client, and this relationship is not without its points of tension. Most college faculty members are interested in research, and they are certainly under considerable pressure to do research.⁴ They are naturally pleased when their own college library is able to provide the necessary materials. But many college libraries do not consider this one of their functions, and, in any case, only a few colleges can afford it even on a limited scale and in limited areas. The provision of research materials and even of services, through microfilm and interlibrary loan, may cause a drain on funds and staff serious enough to hamper the provision of instructional materials and services. Here the librarian faces the conflict of interest between research and instruction.

The allocation of funds for the purchase of books among the various departments

³ Lortie, Dan C. "Doctors without Patients: the Anaesthesiologists." (Unpublished Master's thesis, University of Chicago, 1949.)

⁴ Wilson, Logan. *The Academic Man*. New York, Oxford University Press, 1942, chapter 11.

may be another source of friction, for there is rarely enough money to go around. Here the librarian can hope for a generous unallocated, or general, fund so that he can provide for unanticipated needs and adjust to the publication market. Only thus can he keep everybody fairly satisfied.

The faculty client may also cause the librarian trouble with the student client. When an instructor assigns students to books without checking to see that they are in the library, when he is tardy in sending in reserve lists, when he assigns a large class an exercise requiring use of a single reference book or periodical without giving the library adequate warning, he makes the library appear to be inefficient and perhaps ungracious to the student. Many students already consider the library a red-tape outfit, controlled by an ogre and characterized by such unpleasant things as fines and incomprehensible catalogs and "silence" signs.

The relationship of the librarian with his student clientele suffers from these bureaucratic characteristics, some of them necessary, some unnecessary, some exaggerated by faculty carelessness. Furthermore, the relationship which the librarian would like to develop with the student may be in conflict with the instructor's objectives. The librarian is eager to help the student use the library. He wants the student to develop the habit of feeling free to ask for assistance. The instructor, on the other hand, often is afraid that the librarian will do the student's work for him. Sometimes he specifically prohibits the student from seeking help with specific assignments. This is not a usual problem, but it may be symptomatic of the distance between the librarian and the educational process.

The third group with which the librarian must deal, the administrative staff, is not really a client group. In this relationship

tensions sometimes develop which are comparable to those between the administrative departments and other academic departments, where educational objectives are in conflict with the smooth, economical and efficient running of the administrative machinery. The librarian necessarily has more points of contact with the administration than do the other academic departments, but because of his own administrative functions he may be better able to understand administrative values and administrative problems. The librarian is usually, however, directly responsible to the instructional head of the college. He must work with the business offices. If there is conflict between the two, he may find himself in the middle.

THE LIBRARIAN'S COLLEAGUES

The colleague relationship is probably the most important relationship in any occupation. Who sets the standards? With whom can one talk freely about the job?

Probably the most satisfying colleague relationship for the college librarian, where he can achieve it, is with the teaching faculty. We have discussed above the obstacles which stand in the way of the librarian in achieving this relationship. It is not usually available to any librarian except the chief, and it is not automatically accorded even to him. Furthermore, the relationship is not a true colleague relationship, because the instructor is also the primary client of the librarian.

There is collegueship, of course, with other librarians. And, if the college is large enough to have a large library staff, the staff group will be the colleague group, though the head librarian may, as boss, be excluded. If the staff is very small, there is still the possibility of establishing a colleague relationship with other librarians in

the community. Specialization, however, usually bars effective communication here. The functions and problems are not really comparable.

The true colleagues, of course, are other college librarians. But there are so few of them in any area that communication is difficult. One or two journals and the state and national library conventions provide the only channels.

THE COLLEGE LIBRARIAN IN THE LIBRARY WORLD

Librarians are currently much concerned with the identification and definition of the central body of knowledge and skills which can be called the core of librarianship. They are concerned, first of all, because the library profession is young, self-consciously seeking to establish for itself the attributes which are accepted as the marks of a "profession." A recent workshop report asks:

If no central body of knowledge exists, is there then any library *profession* at all? Such a question arises out of the assumption that a core of knowledge is an essential characteristic of a true profession. Those who hold this point of view shift the burden of proof to those who oppose the core concept: accept a core, or reject professional status. . . . The gist of the anti-core position is that . . . where certain broad areas of subject matter (cataloging, classification, book selection, etc.) seem to be common to all types of library work, the approaches are so different that special orientation is better than any basic introduction upon which so many alterations will have to be imposed.⁵

The definition of the core is a practical problem for the profession insofar as the profession takes on the responsibility for

making formal arrangements to control the recruiting and training of new entrants to the profession. It is a difficult problem, too, as the anti-core position cited above implies.

But beyond practical considerations, the core problem is loaded with prestige factors. For within those "broad areas of subject matter . . . which seem to be common" the *easily distinguishable* common elements are a limited number of cabalistic practices. Their application requires learning and judgment, but as soon as we move into application we move also into specialization and out of the core. If the core is defined in terms of these common techniques and skills, the librarian, *as librarian*, finds it difficult to maintain his self-esteem. So he tends to add to the core such generalized areas as professional attitudes, liberal arts, understanding of the processes and agencies of communication. At present the curricula of most library schools do, in fact, attempt to provide professional training of this sort. They try to produce a bookman, a scholar, perhaps, who is equipped with some library skills and orientation.

Now how does all this relate to the college librarian? It has been shown that the college librarian has an anomalous status in the college. In his competition with his faculty colleagues, he is hampered by the fact that his own profession is relatively low in social status. And he is further hampered by the fact that the part of his training which is distinctively recognizable as librarianship is unimpressive. Finally, as the statement quoted earlier indicates, if he is in fact a bookman or an educator, he is sometimes assumed to be so not because of, but almost in spite of his library training. One could almost say that the college librarian who identifies himself with the

⁵ *The Core of Education for Librarianship*, a report of a workshop held under the auspices of the Graduate Library School of the University of Chicago, August 10-15, 1953. Edited by Lester Asheim. Chicago, American Library Association, 1954.

library world loses status in the academic world.

THE COLLEGE LIBRARIAN'S CAREER

Obviously the career pattern of the college librarian is affected by these considerations. His training is favorably affected by the difficulty of defining the core. If the common skills and techniques in the core are supplemented by general cultural and "books" courses, he gets, in effect, advanced general education. Since the liberal arts college librarian is a specialist in "generalism," this is all to the good.

Once on the job, however, he faces the problems of advancement and mobility. He is under natural status pressure, as we have seen, to identify with the academic world rather than the library world. As librarian, his mobility within the institution is blocked. He may, then, move in the direction of acquiring additional administrative or instructional skills and responsibilities, thus moving farther and farther away from the library world. He may resist, or be unable to cope with, the status pressure within the institution and maintain his identification with the library world and his mobility within it. Finally, if he is good enough, he may be able to straddle the fence, using publication and scholarship to maintain prestige both in his college and in the library world.

CONCLUSION

The sociology of librarianship has never been systematically studied. The present description of one library specialization is based on purely personal observation of and experience with a very few college libraries. It is intended only to suggest some of the problems and relationships which are provocative of analysis and research. We should like to know, for instance, what is the "librarian" stereotype? Is the "college librarian" stereotype different? What are the various ways in which college librarians have adjusted to the status problems they face? How do they rate with their faculty colleagues? What is their place in the power structure of the college? Do they think of themselves, and are they thought of by others, primarily as administrators, as educators, or as bookmen? Who are their favorite clients? How do they solve the problem of collegueship? What is their usual career pattern? How many of them are itinerant professionals, advancing by moving from college to college? How many move out of librarianship into other fields? How many move into other library specializations?

As librarianship becomes increasingly concerned with its social role, these questions and many others will need to be answered.

Societas Bibliographica

Theodore Besterman has established at Geneva the Societas Bibliographica, for the production of important works of reference which cannot be handled on a commercial basis. The first publications to be issued over the imprint of the Societas Bibliographica are a third edition of Mr. Besterman's own *World Bibliography of Bibliographies*, and a second edition of Alfred Loewenberg's *Annals of Opera*. The first volume of the new *World Bibliography* appeared in December 1954; the new *Annals* will appear in February 1955. The editorial address of the *Societas Bibliographica* is 25 rue des Délices, Geneva, Switzerland; the business address 8 rue Verdaine, Geneva.

Junior College Library Statistics

SINCE THIS IS the debut of Junior College Library Statistics to COLLEGE AND RESEARCH LIBRARIES, it must be stated that members of the Junior College Section are most grateful and appreciative for this printing.

In 1952-53, the first attempt was made to compile such figures on a national basis. Fifty schools responded before the deadline. The results were included in the "Junior College Libraries Section Newsletter" of November, 1953.

This year, when the call went out for statistics, the number of schools responding was doubled. Many librarians expressed their pleasure with ACRL for its promised support. The questionnaire employed was a shorter form than last year's and stressed points of special interest to our organization.

The committee members who worked on the questionnaire form included: Miss Daisy L. Anderson of Mars Hill College, Miss Ruth Gray of San Angelo College, Miss Nellie M. Homes of Cottey College, Mrs. Claryse D. Myers of Tennessee Wesleyan College, Mrs. Lola Rivers Thompson of Tarleton State College, and your Chairman of Statistics for 1953-54, Mrs. Thelma Vogt Taylor of Los Angeles Harbor Junior College.

Statistics were received from 110 schools. Giffin College has been omitted since it uses the facilities of the public library. Some gaps exist because no figures were submitted in these columns. It is interesting to note that information on salaries is much more complete than last year. Many schools are allowed to report existing schedules but are hesitant about revealing personal data.

In the 109 schools included in these statistics, the head librarian has the status of administrator in 5 junior colleges, that of coordinator in 2, department chairman in 11. In the majority of schools, however, the librarian is still ranked as a teacher.

Since there is such a wide variation in schools and their resources, the statistics given are descriptive only. No attempt is made to evaluate or include medians. It is hoped that the results will be of value and interest to our members.—*Thelma V. Taylor, Chairman, Statistics Committee, Junior College Section.*

This year, for the first time, COLLEGE AND RESEARCH LIBRARIES is happy to include the Junior College Library Statistics. Although the time was short, the Statistics Committee of the Junior College Section swung into high gear and got their statistics to us promptly. Since this is their first appearance, and the result of some hurried action on the part of all of us, we ask your patience and toleration. We tried to go over the statistics carefully in an effort to bring them into line with our "College and University Library Statistics," but some variations had to remain. Since these statistics were not originally collected for inclusion in COLLEGE AND RESEARCH LIBRARIES, some production problems presented themselves and led to minor revision of the report first submitted by the Junior College Committee.

The following headings in the original report have been omitted here because data were either incomplete or did not seem significant:

Newspapers (number in library)

Periodicals (number in library)

Two-week and reserve circulation—yearly circulation figures are included and it is felt that these are the most significant.

Total hours weekly and salaries (clerical workers)—these figures were collected but were not included here since they are dependent on the local situation, and did not appear to be significant for this report. The number of clerical workers is equated to a full-time equivalent.

Hourly rate of student assistants—hours of student assistance is included and seems to be the more significant.

Library facilities—a footnote has been used to indicate those institutions which have separate library buildings. All other libraries are housed in a building used for other purposes.

These Junior College Statistics were compiled by the Statistics Committee of the Junior College Section under the chairmanship of Mrs. Thelma Vogt Taylor, librarian, Los Angeles Harbor Junior College. To her, and to Nellie Homes, chairman of the Junior College Section, go our sincere thanks for their cooperation in preparing the statistics for print in time for the January issue.—*Cynthia Spigelman, Publications Officer.*

Junior College Library Statistics, 1953-54

College	Enrollment			Hours Open	Circulation Yearly	Vol. Added	Book Stock	New Expenditures			Personnel			Hours Student Assistance						
	Day Students	Night Students	Boarding Students					Books	Periodicals	Binding	Supplies	A-V Materials	Prof. Lib. Wkly.		Total Hrs. Wkly.	Mon. Duty	Sal. Min.	Sal. Max.	Chert. Work-ers	
1. Abraham Baldwin Agric. Coll., Ga. ²	28	0	238	524	5,318	328	7,222	\$ 1,227	\$ 458	\$ 0	\$ 97	8	1	46	11	\$4,200	0	44		
2. Anderson College, S.C.	59	0	74	561	2,605	71	7,549	268	269	400	57	...	1	40	10	3,700	85,700	0	16	
3. Antelope Valley J.C., Calif.	180	450	0	59	31,378	520	10,819	1,900	450	400	240	...	2	80	10	3,700	85,700	1	35	
4. Armstrong Coll. of Savannah	217	544	0	59	3,057	709	12,247	1,400	600	360	180	...	1	37	12	2,710	3,820	0	59	
5. Asheville-Biltmore Coll., N.C.	170	141	0	39	1,017	240	10,109	272	501	85	76	...	1	39	12	2,575	...	0	18	
6. Austin Jr. Coll., Minn.	147	313	...	40	2,854	175	3,366	496	194	...	...	...	1	40	9	3,300	5,700	0	6
7. Baccus Coll., Okla.	195	...	180	45	3,581	433	9,117	397	600	...	300	1	35-38	91	3,000	...	0	7		
8. Bakersfield Coll., Calif.	1,000	650	0	48	21,780	897	18,412	3,500	1,250	275	...	...	1	35	91	3,000	...	1	50
9. Becker Jr. Coll., Mass.	450	125	268	50	9,000	1,100	6,800	1,000	675	0	75	...	1	40	9	...	4,250	1	9	
10. Blinn Coll., Texas	223	617	...	50	3,805	386	8,700	300	350	91	600	1	40	9	...	4,250	1	30		
11. Bluefield Coll., Va.	119	0	120	59	2,643	343	7,751	565	229	0	84	...	1	44	9	2,700	4,050	0	42	
12. Bluefield Coll., N.C. ²	71	...	124	564	4,307	379	15,793	501	436	188	291	...	1	39	9	3,200	...	1	60	
13. Casanova Jr. Coll., N.Y.	126	...	...	73	9,776	277	6,898	963	112	183	335	...	1	40	10	3,900	...	1	4
14. Centenary Jr. Coll., N.J.	5	0	440	541	17,741	1,162	14,974	2,769	479	135	...	...	1	371	11	2,500	4,500	2	33
15. Chaffey Jr. Coll., Calif. ²	835	350	...	60	28,423	575	48,000	1,900	566	450	350	...	3	130	12-12	plus living	2	40	13	
16. Citrus Jr. Coll., Calif. ²	288	650	0	45	3,996	726	9,822	1,675	325	inc. in bk. costs	700	1-1	46	1-12	...	...	14	60	16
17. Coll. of William & Mary & V.P.L., Va.	920	960	0	56	13,780	612	19,718	1,495	502	187	435	486	1	40	12	3,960	4,800	2	28	
18. Colorado Woman's Coll., Colo.	338	0	289	671	22,386	797	12,704	2,572	464	137	165	561	1	45	10	2,800	4,500	2	14	
19. Compton Coll., Calif. ²	2,004	2,056	0	54	10,346	907	14,707	2,500	985	239	300	...	1	35	12	3,400	6,500	2	75	
20. Concordia Coll., Wis. ²	81	...	72	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20
21. Convent State Agr. Coll., Okla.	321	12	275	45	6,557	579	7,900	1,008	270	200	50	434	1	40	12	2,800	3,700	0	40	
22. Cottey Coll., Mo.	223	...	...	73	7,077	536	12,089	1,908	1,164	240	231	...	1	40	10	2,800	4,500	1	48
23. E. Los Angeles Jr. Coll., Calif. ²	1,531	2,057	...	83	20,183	2,307	17,329	9,304	1,412	205	300	200	2	70	10	5,200	7,000	4	20	
24. El Camino Coll., Calif. ²	...	...	...	61	...	2,321	10,639	10,320	900	...	2,500	...	3	120	9	4,010	6,850	6	61
25. Endicott Jr. Coll., Mass.	4	0	311	...	...	358	9,600	...	292	...	67	...	...	40	9	2,800	...	0	15
26. Everett Jr. Coll., Wash. ²	608	1,066	0	45	9,392	863	8,509	2,011	838	...	644	...	2	70	91	3,275	5,200	14	26	
27. Florida Christian Coll., Fla.	40	0	97	45	4,982	252	6,199	493	216	47	61	...	1	43	9	3,000	...	0	42	
28. Fort Lewis A. & M. Coll., Colo. ²	150	...	...	48	3,280	310	12,950	...	...	81	21	80	1	48	9	3,200	3,600	0	10
29. Georgetown Visitation Jr. Coll., Wash. D.C.	40	...	...	67	...	...	...	823	289	120	55	170	1	44	9	3,200	3,600	0	12-15
30. Georgia Military Coll., Ga.	37	...	73	10	3,159	300	...	900	310	...	...	...	...	26	9	3,000	...	0	32
31. Georgia Southern Coll., Ga. ²	310	...	...	56	10,937	590	13,336	420	400	200	16	...	1	56	10	3,200	...	0	35
32. Graceland Coll., Tenn.	573	0	498	76	14,891	642	22,000	1,150	664	240	283	...	1	...	10	3,240	...	35	31	
33. Hamilton-La Grange, Mo.	96	0	101	56	13,938	125	10,000	625	950	50	50	...	1	40	111	...	0	48	32	
34. Hartnell Coll., Calif.	720	0	0	40	15,899	...	762	2,132	843	253	307	...	1	40	91	4,295	6,185	1	10	
35. Henry Ford Coll., Mich.	593	2,232	0	52	15,974	614	6,229	1,500	400	150	100	...	2	80	9	3,800	6,250	1	20	
36. Houston Coll., Kan.	113	40	96	70	9,288	613	10,650	1,220	314	208	173	...	1	34	10	2,222	...	1	43	
37. Hollinsworth Jr. Coll., Wash. D.C.	10	0	40	45	1,900	210	240	500	500	175	70	20	...	1	35	0	...	0	38	
38. Howard County Jr. Coll., Texas	150	250	0	61	6,459	250	8,400	600	500	200	250	...	1	38	12	3,800	5,800	0	40	
39. Hutchinson Jr. Coll., Kan.	415	...	...	45	14,800	475	8,000	600	341	97	...	...	1	45	9	3,050	4,250	0	22
40. Jackson Jr. Coll., Mich.	375	170	0	48	4,453	360	6,986	560	150	75	60	...	1	40	91	3,000	5,300	1	41	
41. Jacksonville Jr. Coll., Fla. ²	244	282	0	48	5,453	925	9,567	...	...	...	...	...	1	40	11	3,600	3,750	0	16
42. Jefferson City Jr. Coll., Mo.	474	...	...	40	2,753	273	8,394	674	334	91	31	41	1	40	10	...	...	0	42
43. Johnson Community U. of Pitts., Pa.	300	150	15	50	7,733	...	7,300	1,000	Bk. cost	...	...	...	1	35	9	...	...	0	50
44. Joplin Jr. Coll., Mo.	324	0	0	47	19,639	531	871	...	...	...	...	...	1	35	10	3,200	4,550	0	46
45. Keystone Jr. Coll., Pa. ²	100	0	100	40	4,000	...	200	300	...	134	...	...	2	80	9	2,925	6,000	0	12
46. Kilgore Coll., Texas	740	289	0	45	16,765	703	15,043	2,162	821	649	...	...	2	90	12	...	...	0	40
47. Lenoir Jr. Coll., Tenn.	130	...	435	Always	5,000	400	15,000	1,300	400	2	0	55	48
48. Lassen Jr. Coll., Calif.	140	0	40	125	250	15	1	40	10	0	8	44
49. Lee Coll., Texas	196	529	0	65	6,454	1,450	15,980	2,308	1,121	1,507	383	...	1	40	12	...	6,500	1	40	50

51. Lees-McRae Coll., N.C.	75	21	53	57	2,985	385	13,714	888	341	137	204	1	45	9	2,600	.....	0	83-94	61.	
52. Lincoln Coll., Ill.	2,400	2,300	0	54	55	782	2,078	10,080	930	254	20	15	4	37	10	4,500	6,500	1	100	52.	
53. Long Beach City Coll., Calif.	6,282	3,664	0	56	108,000	4,900	86,000	20,725	3,374	3,500	.....	7	187	10 ⁹	3,850	7,000	6	300	53.	
54. Loretto Jr. Coll., Ky.	90	51	2,009	305	4,797	53	174	7	31	7	31	1	41	12	4,500	6,500	1	100	54.		
55. Los Angeles City Coll., Calif.	708	715	0	51	31,384	1,571	9,405	4,701	1,358	490	282	12	38	10 ⁹	3,850	7,000	1	12	55.		
56. Los Angeles Harbor Jr. Coll., Calif.	3,000	4,000	.....	30	30	1,500	15,000	10,000	2,000	.....	50	2	60	10	3,850	7,000	1	0	56.	
57. Los Angeles Trade-Tech. Jr. Coll., Calif.	16	16	25	54	17,573	150	.....	557	120	60	80	1	25	12	2,750	2,750	1	30-40	57.	
58. Mulliney Coll., Ill.	12	0	321	54	17,573	150	.....	407	294	61	197	21	36	11	2,750	2,750	1	30-40	58.	
59. Marion Institute, Ill.	43	0	905	57	76,087	1,776	29,000	2,358	986	537	146	22	1	40	11	.....	4	36-40	59.	
60. Mary Hill Coll., N.C.	71	0	148	52	.....	775	.....	985	280	.....	.....	1	30	10	3,200	.....	1	10	60.	
61. Menlo Coll., Calif.	110	780	0	26	40	2,535	764	1,000	Bk. Cost	50	30	.....	1	40	9	.....	0	44	61.	
62. Mitchell Jr. Coll., N.C.	336	330	0	30	5,815	310	5,807	1,102	352	0	251	284	2	73	11	3,572	4,542	0	62.		
63. Mohawk Valley T. I. N.Y.	316	127	0	30	5,815	310	5,807	1,102	352	0	251	284	2	73	11	3,572	4,542	0	63.		
64. Montgomery Jr. Coll., N.J.	316	127	0	30	5,815	310	5,807	1,102	352	0	251	284	2	73	11	3,572	4,542	0	64.		
65. Montgomery Jr. Coll., Md.	372	169	0	384	12,505	713	14,020	2,637	800	200	100	200	1	53	9	3,500	7,775	3	65.		
66. Morton Jr. Coll., Sterling, Ill.	19	0	99	Always	2,612	351	6,337	800	300	100	100	200	1	70	9	3,500	7,200	0	66.		
67. Mt. Vernon Jr. Coll., Wash., D.C.	105	376	0	52	2,784	450	10,536	850	375	125	65	.....	1	40	11	3,600	.....	1	67.	
68. Multnomah Coll., Ore.	110	.....	490	48	8,526	601	14,500	2,443	1,362	0	452	.....	1	40	10	3,180	.....	2	68.	
69. North Dakota State School of Sci., N.D.	286	123	.....	58	5,860	683	22,761	1,642	384	219	112	.....	1	.....	11	.....	0	63	69.	
70. Northern Montana Coll., Mont.	287	109	90	48	.....	400	11,800	1,300	400	0	100	200	1	45	9	.....	0	88	70.	
71. Northern Oklahoma Jr. Coll., Okla.	141	75	70	60	4,009	461	8,854	1,300	400	0	100	200	1	45	9	.....	0	10	71.	
72. Northwestern Jr. College, Ill.	452	1,252	.....	56	4,046	612	6,486	5,500	495	87	40	.....	1	40	9	4,875	0	3	72.	
73. Olympic Coll., Calif.	16	4,297	.....	40	31,136	1,923	6,486	5,500	1,159	500	1,900	2,900	1	45	10	3,900	6,900	1	35	73.
74. Orange Coast Coll., Calif.	916	4,297	.....	45	6,223	126	5,337	323	380	229	37	.....	1	45	10	2,400	5,000	0	10	74.
75. Palmdale Coll., Calif.	251	136	0	45	6,223	126	5,337	323	380	229	37	.....	1	45	10	2,400	5,000	0	10	75.
76. Palmdale Jr. Coll., Fla.	4,765	1,900	0	531	61,328	2,294	40,354	9,153	1,660	2,000	3,000	300	6	210	11	4,180	7,700	21	25+	76.	
77. Pasadena City Coll., Calif.	405	.....	60	40	2,621	203	9,000	3,276	276	50	50	.....	1	371	11	3,300	6,390	0	20	77.
78. Penn State Coll., Okla.	24	0	718	70	23,881	2,100	45,700	3,831	629	445	1,645	140	6	240	11	2,500	3,500	1	100	78.	
79. Phillips Exeter Acad., N.H.	32	83	260	41	2,260	1,226	5,229	624	179	52	25	25	1	35	11	1,650	2,200	1	79.	79.	
80. Pineland Jr. Coll., N.C.	85	70	50	55+	2,718	332	10,000	766	249	52	25	25	1	40	12	3,400	.....	0	221	80.
81. Presbyterian Jr. Coll., N.C.	760	0	0	43	13,443	1,341	20,545	3,500	800	700	500	.....	2	80	11	3,600	6,900	1	40	81.
82. Rochester Jr. Coll., Minn.	235	1,785	0	45	4,223	208	8,938	900	650	for all	.....	.....	1	371	11	3,300	6,390	0	20	82.
83. St. Genevieve of the Plains, N.C.	118	.....	40	54	2,097	250	6,472	549	102	32	23	.....	2	55	9	1,395	.....	1	0	83.
84. St. Mary's School & J.C., N.C.	25	24	258	921	6,340	355	12,822	932	399	168	131	.....	1	394	10	3,316	.....	1	271	84.
85. St. Paul's Coll., Mo.	31	0	31	66	1,005	557	12,662	1,638	229	165	127	380	1	27	12	4,000	.....	3	271	85.
86. St. Peterburg J.C., Fla.	580	0	0	40	13,000	450	13,450	1,000	300	70	40	.....	1	40	11	2,350	4,450	0	0	86.
87. San Angelo Coll., Texas	500	175	125	52	7,656	371	9,400	942	501	304	188	.....	1	44	11	3,600	4,450	0	56	87.
88. San Antonio Coll., Texas	1,200	1,600	0	59	12,892	1,152	12,355	2,711	667	289	880	67	2	80	12	3,000	5,800	0	20	88.	
89. San Bernardino Valley Coll., Calif.	1,200	2,800	0	55	12,892	1,152	12,355	2,711	667	289	880	67	2	80	12	3,000	5,800	0	20	89.	
90. San Diego Jr. Coll., Calif.	643	653	0	65	7,725	1,957	2,668	3,240	729	62	195	.....	2	80	10	2,700	6,500	1	23	90.
91. Santa Ana Coll., Calif.	513	2,027	0	471	7,368	706	19,768	2,600	799	300	140	.....	1	421	10	3,000	6,525	0	14	91.
92. Santa Maria Jr. Coll., Calif.	142	2	0	37	.....	727	10,000	482	622	501	.....	.....	2	65	10	3,600	6,525	0	71	92.
93. Santa Monica City Coll., Calif.	2,210	4,443	0	54	39,000	1,500	17,500	4,214	Bk. Cost	640	224	.....	1	40	91	3,650	7,263	2	28	93.
94. Sierra Coll., Calif.	407	721	0	48	7,320	1,046	14,875	3,308	546	690	224	.....	1	40	91	3,650	7,263	2	28	94.
95. Southwest Baptist Coll., Mo.	420	0	296	54	5,466	1,000	12,500	700	150	.....	50	.....	1	12	3,300	.....	0	63	95.	
96. Stockton Coll., Calif.	3,137	0	0	581	62,780	4,065	13,614	10,000	560	473	462	.....	31	150	10	5,115	7,430	2	34	96.
97. Sue Bennett Coll., Ky.	80	.....	30	38	4,339	.....	12,300	251	288	60	14	.....	1	38	9	2,400	0	20	97.	
98. Tarrant County Coll., Texas	144	0	148	483	66	68,448	790	36,825	3,116	770	Bk. Cost	.....	3	120	12	3,500	8,200	2	128	98.
99. Tennessee Wesleyan Coll., Tenn.	29	.....	53	60	9,822	552	18,365	798	441	212	311	.....	1	50	12	3,000	3,100	1	44	99.
100. Treadwell Coll. of Pa., Kan.	416	0	0	421	15,196	772	10,333	4,051	1,501	.....	2,256	.....	1	60	11	Slater	.....	25	100.	
101. Vallejo Coll., Calif.	850	223	4	45	13,900	984	16,000	2,500	1,500	.....	214	.....	1	35	10 ⁹	3,000	7,000	1	0	101.
102. Ventura Coll., Calif.	45	38	210	54	8,803	285	15,245	3,100	376	.....	93	.....	1	40	9	3,000	0	75	102.	
103. Victoria Coll., Texas	234	233	44	40	3,965	473	4,540	2,100	376	214	93	.....	1	35	10 ⁹	3,000	7,000	1	75	103.
104. Virginia Intermont Coll., Va.	208	.....	185	66	8,500	505	9,256	1,050	375	338	150	.....	1	40	9	2,750	.....	0	66	104.
105. Walder Coll., Ia.	193	0	190	56	9,911	1,222	14,570	568	227	65	88	.....	1	30	10	1,766	.....	0	45	105.
106. Warren Wilton Coll., N.C.	977	1,209	0	55	24,866	1,100	26,000	4,500	1,100	400	680	.....	2	80	10	3,000	3,329	2	35	106.
107. Weber Coll., Utah	2,027	3,100	0	51	1,200	13,044	4,200	900	793	5,414	1	40	12	3,000	1	60	107.
108. West Contra Costa J.C., Calif.	270	20	243	541	8,827	398	14,387	728	274	164	211	.....	1	40	11	.....	2,400	0	48	108.
109. Young L.G. Harris Coll., Ga.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	109.

1 If included in library budget. 2 Has separate library building. 3 Includes high school loans. 4 Not separated from high school. 5 Plus summer school. 6 4 yr. junior college. 7 Equated to F.T.E.

Ratio of Professional to Clerical Staff

Mr. Voigt is assistant librarian, University of California, Berkeley.

IN HIS DISCUSSION of the financial problems of university libraries in COLLEGE AND RESEARCH LIBRARIES¹ Dr. Archie L. McNeal advocates a ratio of two non-professional employees to each professional. In presenting data on this proposal he makes several miscalculations which should be corrected.

He suggests that Columbia might point the way for other institutions since there the ratio is greater than two to one. Harvard, Illinois and California (Berkeley) are admonished to mend their ways. In drawing this conclusion he fails to note that in the Columbia figures, taken, as are all his statistics, from the ACRL tabulations in COLLEGE AND RESEARCH LIBRARIES,² student assistance is not separated from other non-professional help. (McNeal is not fully to blame for this since the reference to the footnote which should have accompanied the Columbia data was omitted in this year's statistics although it does appear the previous year.) Thus, Columbia's ratio, as reported, is not comparable to the other institutions cited. As is shown below, the ratios for Columbia and California are not far apart when calculated on the same basis.

In a table which follows in McNeal's article he "... lists some of the university libraries currently operating with approximately the staff relationship proposed. ..."

¹ McNeal, Archie L., "Financial Problems of University Libraries," COLLEGE AND RESEARCH LIBRARIES, 15:407, October, 1954.

² "College and University Library Statistics," COLLEGE AND RESEARCH LIBRARIES, 15:71, January, 1954.

TABLE

Ratio of Non-Professional to Professional Staff

	Excluding Student Assistance		Including Student Assistance ¹	
	Rank	Ratio	Rank	Ratio
Massachusetts	1	2.25 to 1	1	3.00 to 1
Miami	2	1.82 to 1	7	2.53 to 1
Cincinnati	3	1.81 to 1	8	2.48 to 1
Pennsylvania	4	1.78 to 1	16	2.09 to 1
Wayne	5	1.73 to 1	2	2.94 to 1
Brown	6	1.64 to 1	17	2.06 to 1
Tennessee	6	1.64 to 1	19	2.00 to 1
South Carolina	8	1.63 to 1	5	2.61 to 1
Fordham	9	1.62 to 1	9	2.40 to 1
Iowa	10	1.55 to 1	6	2.60 to 1
Utah	11	1.45 to 1	3	2.90 to 1
Iowa State	12	1.42 to 1	18	2.03 to 1
Harvard	13	1.41 to 1	26	1.62 to 1
California (Berkeley)	14	1.40 to 1	14	2.13 to 1
Princeton	14	1.40 to 1	27	1.55 to 1
Missouri	16	1.38 to 1	21	1.94 to 1
Virginia	17	1.36 to 1	30	1.97 to 1
St. Louis	18	1.33 to 1	25	1.85 to 1
Yale	19	1.32 to 1	—	— ²
Ohio State	20	1.31 to 1	23	1.87 to 1
Purdue	21	1.30 to 1	12	2.20 to 1
Washington (Seattle)	22	1.29 to 1	13	2.19 to 1
Indiana	23	1.25 to 1	23	1.87 to 1
Florida	24	1.22 to 1	11	2.25 to 1
California (L.A.)	25	1.18 to 1	15	2.12 to 1
Cornell	26	.91 to 1	28	1.31 to 1
Illinois	27	.77 to 1	29	1.24 to 1
Texas	28	.66 to 1	21	1.94 to 1
Minnesota	29	.49 to 1	30	.98 to 1
Wisconsin	30	.31 to 1	31	.81 to 1
NYU	—	— ³	4	2.70 to 1
Columbia	—	— ³	10	2.37 to 1

¹ Student assistance in full-time equivalent determined approximately by dividing reported hours by 2000.

² No student assistance reported in 1953/54.

³ Student assistance not reported separately.

Of those listed, only one, a library with a full-time staff of thirteen, maintains the two to one ratio recommended and five have a lower ratio of non-professional to professional staff than do Harvard and California

(Berkeley), previously cited as needing improvement. New York University, included in the table, is also not comparable since student assistance is included in its report as part of non-professional help.

Since the amount of student help used by university libraries varies considerably, it would seem logical to include it as part of total non-professional staff before calculating the ratios. This is advocated in the ALA's *Classification and Pay Plans for Libraries and Institutions of Higher Education*.³

There is also the question of the appropriateness of the ratio that was suggested. The ALA plan proposes the opposite ratio for the two classes of employees, suggesting that non-professional staff, including stu-

dents, should equal 40-60% of the professional staff. Neither McNeal nor the ALA plan justify their proposals nor do they indicate the reasoning which leads to the establishment of these contradictory proposals. Most libraries are attempting to increase the ratio of non-professional to professional staff by eliminating as far as possible the clerical aspects of professional positions. Whether a categorical ratio to fit all institutions can be established, even if student assistance is included, seems doubtful. At least there is little standardization at this time as is shown in the following table which includes all of the libraries mentioned by McNeal plus institutions reporting total staff, including students, of over 100 full-time equivalents. If student help is included in the calculation, a majority of large university libraries maintain the two to one ratio.

³ American Library Association. Board on Salaries, Staff and Tenure. *Classification and Pay Plans for Libraries in Institutions of Higher Education*. 2d ed., v. 3, Universities. Chicago, 1947. p. xxiv.

1955
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STITUTE TO BE HELD AT WAYNE UNIVERSITY
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By ARTHUR T. HAMLIN

The ACRL Annual Report, 1953-54

Introduction

THE PRINCIPAL BUSINESS of the association is published as the "Brief of Minutes" of directors' meetings in the April and October issues of *C&RL*. The *Newsletters* of several of the sections give further data. The *Summary Reports* of the Midwinter and Annual Conferences record programs and business handled by sections and by committees. Vital statistics of the division, names of all officers and committee members and other information are given in the organization issue (December) of the *ALA Bulletin*. Reference is also made to "Notes from the ACRL Office" which I write for most issues of the official journal.

Much of this report was, of course, prepared by section and committee chairmen, whose initials are used to indicate their authorship.

The year under review seems, in retrospect, to have been largely a year of normal and satisfactory routine operation and consolidation of previous commitments. There were no great new ventures or spectacular accomplishments.

Membership and Finances

During the fiscal year, 5128 members joined ACRL. This is 349 more than any previous year. This increase of 7% indicates a healthy interest in this division. It is no more than a healthy growth, and is not cause for self-complacency.

As noted on the accompanying treasurer's report, ACRL ended the year's work with a deficit of \$3,451.55. This is the first real deficit in a good many years and does not reflect an unhealthy condition. ACRL is not operated for profit and its reserve fund has been greater than required by prudence or planned future program. Salaries of the two new positions at headquarters are, of course, the principal cause of the deficit.

Publications

COLLEGE AND RESEARCH LIBRARIES continues its useful service under the editorship of Maurice F. Tauber. It has grown in size to the point where nearly every issue is 128 pp. Approximately 5000 members of ACRL receive copies as well as 700 non-member subscribers. Sales of single copies bring in a small revenue.

For some years the *ALA Bulletin*, for a fee, handled the production of COLLEGE AND

RESEARCH LIBRARIES (production includes styling the manuscript, seeing it through the press, placing the ads, etc.). By friendly agreement, this arrangement was terminated last year. The October issue was brought out by Miss Sabusawa of the *ALA Bulletin* staff and the January issue by Mr. Hamlin. Production is now handled by the new publications officer, Mrs. Cynthia Spigelman.

Income from COLLEGE AND RESEARCH LIBRARIES subscriptions, advertising, and back copy sales totalled \$8,815.37 and all expenses came to \$12,275.05. Cost for the year's operation was, therefore, approximately \$3,460.00.

The new position of ACRL publications officer means, among other things, that more time can be devoted to solicitation of advertisements and assistance to the editor. This help frees the executive secretary from many duties connected with the distribution of COLLEGE AND RESEARCH LIBRARIES and maintenance of membership records, as well as the advertising work and other COLLEGE AND RESEARCH LIBRARIES responsibilities.

The year's progress with the ACRL MONOGRAPHS is reported by the Publications Committee chairman (below). The MONOGRAPHS continue to pay their way in satisfactory fashion. The publications officer devoted considerable attention to the promotion of the

MONOGRAPHS. Review copies of the two new numbers were distributed widely and received much favorable notice. More than 5000 copies of a circular describing the ACRL MONOGRAPHS were sent out by mail.

Travel

A good deal of an executive secretary's time must go to travel and public speaking. I spoke at meetings of librarians (usually the state association) in Florida, Missouri, Kentucky, West Virginia, Michigan and New York. Other meetings and association business took me to libraries in eighteen states. Less time was spent in travel during the first part of the year because responsibility for the production of COLLEGE AND RESEARCH LIBRARIES took a great deal of time. I was particularly glad to be able to attend three ACRL chapter meetings. Such invitations have priority.

Student Reading Habits

ACRL can perform a great service to education by making contributions to raise the college student's level of reading. One of the most serious defects of higher education today is its frequent failure to create in students the desire to know, the habit of personal investigation, and a real familiarity with books and enjoyment of them. We are approaching a long period of rapidly spiralling enrollments in our colleges. Instruction today is all too impersonal and will undoubtedly become more and more so. The personal influence of teacher on student will progressively diminish. In this situation the library must take increasing responsibility for the development of habits of good reading. ACRL can and should call attention to the importance of the need, foster discussion, and seek such solutions as it can through its own committees and sections and in cooperation with publishing and other education associations.

A good deal of personal attention was devoted to this problem, which was discussed at length in the July, 1954, issue of COLLEGE AND RESEARCH LIBRARIES.

As your secretary, I called a small, informal conference of librarians and publishers at the Midwinter meeting. This group examined the use of inexpensive books on college campuses.

In the spring, a group of librarians prepared working papers on aspects of this subject and an all-day conference was held in New York City. Arrangements for the meeting were made by the Committee on Reading Development of the American Book Publishers Council. More than a score of librarians from that area were invited and attended, as well as a similar number of publishers operating in the low-price field. From this discussion came agreement on a number of steps to be taken by publishers and librarians to make these books more useful and, we hope, to build better habits of book use.

Furthermore, ACRL should give more attention to the responsibility of the college library to the reading community beyond the campus gates. Just prior to writing this report, I attended the meeting of the Pacific Northwest Library Association in Tacoma and heard five librarians report on general library developments in their respective states and provinces. Each of these reports stressed the over-all development of library service (by all types of libraries) to the citizens, and three of these reports were given by state library leaders who headed college libraries. Only a few years before, I had visited the librarian of a city library in the Pacific Northwest and had been told, in a friendly way, that college librarians too often consider themselves a cut above other librarians, that it was time they joined cause with their colleagues and worked for the advancement of libraries in general. There at Tacoma was the answer.

Those who attended the ACRL meetings at Minneapolis are aware of the important pioneering work in adult education being done by the University of Utah Library. Another example is Oklahoma A&M; a third is Texas Technological College in Lubbock. I do not know the proper sphere for ACRL action in this area, but believe the trend is healthy and that the Association should watch developments by college libraries in the adult education field and be ready to assist with cooperative action whenever practicable.

Too frequently in the past our college librarians have not taken part in movements to extend or improve public library services or to promote federal legislation which will ease the labors of other librarians. We all have responsibilities to speak out on policies which concern any type of library, and especially in

regard to any library legislation, whether urban, state or national. We will all be touched by the success or failure of school libraries, of bookmobile service and service to children. Our students are only a few months and a few miles removed from the school library and the home town librarian. Their use of books and libraries in college (or lack of it) depends to a considerable extent on their use of books and libraries (or lack of it) a few months before and a few miles away.

Staff

For four years two people made up the staff at ACRL headquarters. Part-time help was later added to help get out COLLEGE AND RESEARCH LIBRARIES and the ACRL MONOGRAPHS. As the publications program grew so did the need for more staff.

In January, 1954, Mrs. Cynthia Spigelman took over the new post of publications officer and Miss Janice Levenfeld joined us as clerk-

typist. Miss Elaine Mitchell continues as the efficient secretary.

Mrs. Spigelman came to ACRL from the McGraw-Hill Publishing Company. She is a graduate of Columbia Library School and was previously on the staff of the Library of Congress.

I am indebted to the ALA staff for warm-hearted cooperation at every turn during the past year at headquarters. The ACRL program has had considerable contact with the ALA Office of Adult Education and Mrs. Stevenson has made material contributions at various points. The divisional secretaries have informal weekly meetings over lunch with Mr. Clift and Mrs. Stevenson, and share news, gossip and problems as a matter of course. So far as ACRL is concerned, the working relationships at headquarters have been excellent this past year, and much credit for this should go to Mrs. Stevenson and Mr. Clift.

Committees and Sections

Buildings Committee

(Charles M. Adams, Chairman)

Activity among those planning new library buildings or making additions continues. Many letters concerning building problems were answered directly; other inquiries were referred to ALA Headquarters or to consultants in the field. A successful conference on new library building plans and building problems was held in the new library at the University of Wisconsin preceding Midwinter. The proceedings were published as ACRL MONOGRAPH No. 11. Included in this monograph was a supplement to Edna Hanley Byers' bibliography on college and university library buildings for the periods 1939-1945 and for 1953-1954 not covered in the ACRL MONOGRAPH No. 10.

The ACRL Buildings Committee cooperated with the ALA Buildings Committee in an ALA pre-conference institute at St. Paul in June. This institute was an example of successful cooperation which can result from the close integration of ACRL's committee work with that of the other divisions and with ALA as a whole. The continued cooperation of architects in presenting new building plans and papers at our meetings is to be com-

mended. There is every indication that interest in building problems will be lively for a number of years and that the Buildings Committee has contributions to make for its members and for the profession. (CMA)

Committee on Committees

(Andrew J. Eaton, Chairman)

At the 1954 Midwinter meeting the Board of Directors voted that the name of the Committee on Committee Appointments be changed to Committee on Committees with the following statement of purpose: "To study ACRL committees and to recommend the establishment or discontinuance of committees as the needs of the association require; to define the duties of committees subject to approval of the Board of Directors; to solicit recommendations for appointments to committees, and to transmit these recommendations with its own advice to the president and the president-elect."

By the end of April the committee had agreed on a list of 110 members for next year's committees, and had submitted the list to the president-elect. In preparing the list the committee attempted to give representation

to the various types of libraries in the association, and to provide for as much rotation of assignment as possible without sacrifice of continuity. Advice was solicited and received from members of the Board of Directors, committee and section chairmen, state representatives, the president, the executive secretary, and selected individuals in various parts of the country. In addition, the new chairmen were invited to suggest changes or additions in the membership of their committees. The committee is grateful to all those who responded to its request for suggestions.

The committee studied proposals for the creation of several new committees, and presented its recommendations to the Board of Directors at the June meeting. At the same time it recommended the discontinuance of two committees for which there appeared to be no further need.

At the request of the Board of Directors the committee studied the statements of purpose of all ACRL committees, and recommended their tentative approval with the understanding that the incoming chairmen be encouraged to review the purposes of their committees and to suggest further changes during the coming year if they see fit. (AJE)

Committee on Conference Programs

(Ralph H. Hopp, Chairman)

The work of this committee is, for the most part, of a liaison nature. The activities for the past year consisted primarily of making local arrangements for ACRL meetings at the Minneapolis Conference. For this purpose the committee consisted of Roy Watkins, Hubert Sauter and Joseph Richardson, in addition to the chairman. William Budington assisted with the arrangements for the ACRL booth at the Conference. (RHH)

Duplicates Exchange Union

(Mrs. Dorsey L. MacDonald)

The committee prepared a revised set of rules of procedure for the Duplicates Exchange Union. Revisions were based on criticisms and suggestions made by members in response to a questionnaire sent out in 1952 (see Mr. George F. Jones' report in *Serial Slants*, January, 1953, pp. 21-27). The suggested revisions were submitted to all members for voting. The new rules, incorporating

changes approved by the majority of the members of the Union, were mailed to members in January, 1954.

Printed leaflets describing the activities of the United States Book Exchange were mailed to all members.

A brief report on the committee's work was published in *Serial Slants*, January, 1954. The Union had 112 members at the end of the year. (DLM)

Publications Committee

(Lawrence S. Thompson, Chairman)

During the year the ACRL MONOGRAPHS continued to grow in numbers of issues and in subscribers. Two new titles were published, representing the Proceedings of the 1953 and the 1954 Library Building Plans Institute. Standing orders for the ACRL MONOGRAPHS totaled 515 at the end of the year. This is an increase of some 60 standing orders over the previous year. Included among these are 44 foreign subscribers. Orders are received daily, as well, for single copies of back numbers. Largely due to the energy and wholehearted interest of David K. Maxfield, managing editor, the series has attracted manuscripts of broad interest to the entire college and reference library field, and there has been much favorable comment in the library press both in the United States and abroad.

The ACRL MICROCARD SERIES has now reached over thirty numbers, and there are over fifty standing orders for it. Abstracts are published regularly in COLLEGE AND RESEARCH LIBRARIES as well as in other leading periodicals devoted to librarianship and to subject fields as well. (LST)

Committee on Standards

(William H. Jesse, Chairman)

At the 1954 Midwinter meeting, the ACRL Committee on Standards, then designated as the Committee on Administrative Procedures, redefined its function as being responsible for (1) the maintenance of library standards and support, (2) direction of development of standards for college libraries, and (3) work with accrediting associations on their instructions for the examination of libraries. Board approval for this description of purpose and for the change of name was secured.

The committee decided to direct its im-

mediate efforts toward college rather than research libraries, since college libraries stand in greatest need of assistance in maintaining standards and in developing further standards. Although there was no meeting of the committee at Minneapolis, work has proceeded along the lines suggested by the chairman and the members. A very helpful annotated list of the literature on standards for college libraries was compiled by David Weber of Harvard. The chairman expects, through his chairmanship of the Committee on the Library of the Southern Association of Colleges and Secondary Schools, to establish some degree of communication with that association, and through it, possibly, with others. (WHJ)

ACRL State Representatives

(Archie L. McNeal, Chairman)

Primary emphasis of the state representatives has continued to be placed on membership. Modest funds were provided for state representatives to make visits in their states for ACRL. Many state representatives responded to the invitation to submit the names of local people for committee assignments and nomination for elective office. A few representatives have been furnishing professional news to COLLEGE AND RESEARCH LIBRARIES.

The chairman kept in touch with representatives through a series of mimeographed newsletters. Meetings were held at Midwinter and the Annual Conference.

(ALMcN and ATH)

Committee on Statistics

(G. Flint Purdy, Chairman)

As usual the January, 1955 issue of COLLEGE AND RESEARCH LIBRARIES contains tangible evidence of the work of the Statistics Committee during the last year.

The committee met both at Midwinter and Annual Conference to discuss policies and procedures. It distributed a questionnaire to the mailing list regarding the reporting form to be used. On the basis of the returns, the form was revised and procedures altered. (See Dale Bentz' article, "An Evaluation of the ACRL Statistics Report" in this issue.)

The inclusion of statistics for junior college libraries was discussed. It is hoped that these can be included with other library statistics in the future. (GFP)

College Libraries Section

(Helmer L. Webb, Chairman)

The principal activity of the section was in connection with the Midwinter and Annual Conference programs. No committees were active or projects undertaken. In a desire to get more general participation of the membership into the program, the Minneapolis Conference program consisted of five discussion groups. The section also had an informal luncheon on the University of Minnesota campus. (ATH)

Junior College Libraries Section

(Lottie M. Skidmore, Chairman)

The program for the year was concentrated on statistics and standards for junior college libraries. Committees were established to carry on the work in each field. Under the chairmanship of Mrs. Thelma Vogt Taylor, extensive statistical data were collected for the first time on the operation of junior college libraries during 1952-53 and published in the *Newsletter*. Fifty institutions were covered. Plans were made to continue this work and publish the figures in COLLEGE AND RESEARCH LIBRARIES to reach a wider public.

Considerable progress was made in the difficult field of standards for junior college libraries. After intensive work, a "Tentative List of National Standards" was prepared under the chairmanship of Ruth Bradley. This was discussed at the Minneapolis Conference. After further study and revision, it will be issued in final form.

The Midwinter program subject was the use and selection of periodicals for junior college libraries; lists of periodical ratings prepared for this program were widely sought and all available mimeographed copies had been requested only a few weeks after the meeting. The topic for the annual conference was the junior college student.

Three *Newsletters* were issued to carry out the business of the section and to report to the members the proceedings of the section.

(LMS)

Pure and Applied Science Section

(Donald E. Thompson, Chairman)

During 1952-1953, *A Recommended List of Basic Periodicals in Engineering Sciences* was

completed. This was published in July, 1953, as ACRL MONOGRAPH No. 9.

At the Midwinter meeting in Chicago in February, 1954, a group of projects was discussed. The one which evoked the most interest was a basic list of periodicals in agriculture and the agricultural sciences. Mrs. Margaret Bryant of the USDA Library was asked to prepare a proposed project to be presented at the Minneapolis meeting. The proposal was approved on June 22, 1954 by the membership present at the Minneapolis meeting. The new chairman will appoint a committee to begin work on the project.

At the Midwinter meeting, Mr. James G. Hodgson of Colorado A&M College presented a proposal to microfilm the catalog cards of certain portions of the card catalog at the U. S. Waterways Experiment Station Library in Vicksburg, Mississippi. The chairman requested Mr. Hodgson to investigate further and make a report at a later PASS meeting.

A dinner meeting was held in Chicago on February 4, 1954 with approximately 70 people present. The program consisted mostly of business and projects. William Hyde and Carson Bennett discussed the engineering periodicals list. Lawrence Thompson gave a short talk on foreign exchanges.

The meeting in Minneapolis was held at the University of Minnesota on June 22, 1954 with approximately 100 people attending. The program was based on the natural resources of the Minnesota area. Dr. George A. Thiel spoke on mineral industries, Dr. Frank H. Kaufert spoke on the forest industry, and Mr. Gordon Michaelson spoke on the oil industry. (DET)

Libraries of Teacher Training Institutions Section

(James E. Green, Chairman)

A very considerable part of the section's energies during the past year were concentrated on working toward the revision of Standard VII (The Library) of the American Association of Colleges for Teacher Education visitation program. Under the chairmanship of Donald Woods, the committee working on this project sent out a questionnaire to several hundred teachers' college librarians to get their reactions to the visita-

tion program as it affected their library. It was felt generally that the standard marks a very substantial advance in evaluative criteria for college libraries and was very much worth additional work.

The section chairman, Mr. Woods, and Mr. Hamlin met with the AACTE Standards Committee to discuss further revision in the standard and a full report was made to the section at the Midwinter meeting in Chicago. (JEG)

Reference Librarians Section

(Everett T. Moore, Chairman)

A meeting of the section was held on February 3 in the Morrison Hotel during the ALA Midwinter Conference. Miss Florence Gifford presided. Mr. N. Owin Rush addressed the group on "A Fulbright Family in England, with References to Research in English Libraries."

During a discussion of the idea of a reference librarians division in ALA, a motion was made and passed that the section chairman appoint a committee of members of the section to study the question and to make a report with recommendations at the Minneapolis meeting. It was suggested there might be a need for meetings of reference librarians of the large university and research libraries to discuss problems peculiar to that group.

For some years members of our section have given considerable thought to the question of whether the present organization of reference librarians within the ACRL provides the best possible structure for a grouping of members along functional lines. The chairman appointed a committee to study the question of establishing a reference division in the ALA. The chairman was Miss Winifred Ver Nooy, University of Chicago, and her committee members were Miss Mary N. Barton, Enoch Pratt Free Library, and Mr. Milton C. Russell, Virginia State Library.

The committee reported in June that there appeared to be considerable divergence of opinion as to the best form of organization of the reference librarians of the country. As it was considered that much study and investigation must go into any decision as to reorganization, the committee summarized arguments for and against combination of the two existing reference librarians sections

(ACRL and PLD) and recommended further study.

The Committee on Wilson Indexes, appointed by this section and by the Reference Section of the Public Libraries Division of ALA, met at least once a month from September 1953 to April 1954. The ACRL section's chairman was Mr. Jerome K. Wilcox. The committees were primarily concerned this year with the *International Index*, and at the close of the year reported that strong support had been shown for elimination of all foreign language titles, titles indexed adequately elsewhere, and titles in the field of the natural sciences.

The Joint ARL-ACRL Committee on the Reproduction of Bibliographical and Reference Works reported in June that it had abandoned its work to a new group, the Joint Committee on Reprinting, which expected to establish a Reprint Expediting Office in New York in the fall of 1954, to be supported by small grants from ALA divisions, library associations, publishers, and individual libraries.

The Committee on New Reference Tools reported two projects of principal importance, the new *Cyclopedia of Education*, and Charles Hamilton's revision of the *Street Directory of the Principal Cities of the U.S.* The former is still in the planning stage, and the latter is hoped for in about six months. Six other titles which were listed on last year's questionnaire as "most important" have been studied by the committee and specifications drawn up for the guidance of possible publishers.

The ALA Annual Conference meeting of the section was held on June 24, 1954 at the Radisson Hotel in Minneapolis. The program consisted of a panel discussion of "Current Issues in Periodical Indexing."

The chief business of the meeting was a discussion of the proposal for divisional reorganization. It was moved and voted that the Committee to Study the Question of the Desirability of Establishing a New Reference Division should be continued and should report at the Annual Conference in 1955.

As stated in the *Newsletter* issued in April, special thanks should be expressed to Miss Frances Stalker, chairman, 1952-53, for turning over the business of the section in good shape at the end of her term; to Miss Elizabeth Bond, vice-chairman, for assistance in putting on the meeting at the Midwinter Conference; to Miss Knox, secretary, for very efficiently and helpfully carrying out her duties this year; and to Miss Gifford, who has been a most indefatigable and useful director and committee chairman, and has provided continuing guidance to members and officers since 1952. Particular thanks also to Mr. Arthur Hamlin, executive secretary of ACRL, for his friendly and able assistance on many problems. (ETM)

University Libraries Section

(Lawrence C. Powell, Chairman)

The chairman reports, in letter form:

"Under my chairmanship, the University Libraries Section did absolutely nothing more than participate in two meetings, the one in Los Angeles a year ago and the Midwinter meeting in Chicago. The first was on branch libraries and the second dealt with the problem of whether the chief librarian should be a bookman and/or administrator. Papers of the latter meeting have appeared in *COLLEGE AND RESEARCH LIBRARIES*. Upon taking office, I found no committees active and took no steps to activate any." (LCP)

Chapters

ACRL chapters are of very recent origin. This is really the first year in which our five chapters have had opportunity to get down to constructive work.

It appears to me that the chapters have been considerably more useful than was anticipated by many. The national tie has apparently been a spur to local organization. I attended meetings of the Missouri, Illinois and Tri-State (Pittsburgh area) chapters.

The first was devoted to organization and, therefore, was without special accomplishment. The Tri-State Chapter meeting was extremely useful and successful. Under the able organization of President Hugh Behymer, it provided an excellent blend of the instructional, social and recreational, and drew an excellent attendance from all over western Pennsylvania, eastern Ohio and West Virginia. The Illinois Chapter meeting was at the same time

a meeting of the Illinois Library Association's College and Reference Libraries Section. It was at this meeting that plans were formulated to have a special meeting of midwestern college, university and research librarians at the time of the ALA Midwinter meeting. The Philadelphia Area Chapter has had meetings of great interest, and New Jersey has had similar accomplishment. I have heard quite a bit of favorable comment about the several chapters and very little that was unfavorable. College librarians who feel a need for more local organization and professional discussion in their area should investigate the ACRL chapter device (details cheerfully supplied on request). The chapter may be more important than the state representative plan, making the association more meaningful to the average member and in drawing on the talents of those who are not known nationally. (ATH)

Philadelphia Area Chapter

(Alphonse F. Trezza, Chairman)

The winter meeting of the Philadelphia chapter was held on February 8, 1954. In a brief business meeting, reports were given of the ACRL meetings at the Midwinter conference at Chicago the previous week.

A panel discussion on the subject of "Orienting the Student in the Use of the Library" was the topic of the evening meeting. Representatives from five colleges and universities provided a very lively discussion in which the audience participated.

On Saturday, May 15, 1954, a joint meeting of the Philadelphia chapter of ACRL and the College and Reference Section of PLA was held at the new library of the Pennsylvania Military College. The subject for the all-day conference was "Serials and Periodicals in the Library." The guest speaker at the opening session was Mr. Wyllis E. Wright. The opening meeting was followed by workshops held in the late morning for their first session and after luncheon for their second session. The conference was closed by a general meeting to sum up the day's activities.

Mrs. Barbara K. Wright, head, Catalog Division, Temple University, was elected secretary-treasurer and Mr. William D. Lewis, librarian, University of Delaware, was elected director.

As of May 31, 1954, the Philadelphia chapter has eighty-three dues-paying members. The treasury balance is \$100.27 with two small bills still outstanding. (AFT)

New Jersey State Chapter

(Theodore Epstein, President)

The New Jersey State Chapter is the College and University Section of the New Jersey Library Association. Meetings were held under President Ada J. English on November 7 at Princeton University Library and on April 23 at Atlantic City. Noteworthy accomplishment during the year was the inauguration of exchange between colleges and universities of annual reports and other library publications on a large scale.

ACRL membership was promoted through the newsletter and at state meetings. Theodore Epstein was elected president of the section and the chapter for the coming year. Dr. William S. Dix is president-elect, and Miss Doris Perry is secretary-treasurer. (TE)

Illinois State Chapter

(Martha Biggs, Chairman)

On November 6, 1954, the College and Reference Libraries Section of the Illinois Library Association held its annual meeting, Mr. Benjamin B. Richards, chairman, presiding.

The membership felt that an effort should be made to have more meaningful meetings on the level of practical librarianship, and that there was a possibility that regional meetings of some kind could be arranged. An exploratory committee consisting of Dr. Robert B. Downs, Mr. David Jolly, Mr. Benjamin B. Richards, and Dr. Robert H. Muller, chairman, was appointed to investigate the feasibility of planning annual meetings of midwestern college, university and research librarians.

During the Midwinter ALA conference, a closed meeting of midwestern librarians was held to discuss this idea. The response was favorable and it was decided that arrangements should be made for a session to be held in February, 1955 at the University of Chicago campus. Emphasis will be placed on small discussion groups encompassing all professional college and research librarians, the

subject matter to be suggested by the participants.

A panel discussion, "Books for an Ideal College Library," based on the new *Catalogue of the Lamont Library* was led by Dr. Leon Carnovsky. This featured Mr. Philip J. McNiff of Harvard, editor of the catalog. Dr. Robert H. Muller spoke on its implications for other libraries. (MLB)

Missouri State Chapter

(Kenneth J. LaBudde, Chairman)

The initial meeting of the Missouri chapter of ACRL was held on October 3, 1953, at the University of Kansas City, with members of the College and University Division of MLA and the Kansas City and St. Louis chapters of SLA attending. Kenneth J. LaBudde, after reviewing the steps taken to make a Missouri chapter possible, introduced Arthur Hamlin who spoke on the potentialities of local chapters.

The Missouri chapter is not interested in an elaborate organization but prefers to function within the present organization of the College and University Division expanded to include members of reference libraries, both special and public, interested in ACRL activities. It was voted to ask permission of the executive board of MLA to change the name of the division so as to recognize the expanded membership. Plans were made for mutual assistance on the college project of a checklist of special collections in Missouri libraries and the SLA chapters' projects of a revision of the Kansas City area union list of serials and of the directories of the two chapters.

(KJL)

Tri-State Chapter

(E. Hugh Behymer, President)

The organization meeting of the Tri-State Chapter of ACRL was held in the faculty club at Duquesne University on November 7, 1953. Miss Esther Fawcett, fine arts librarian, Carnegie Institute of Technology, Pittsburgh, presided. She spoke first of all of the reasons for the establishment of this chapter, announced that the chapter had been approved by the American Library Association, and called for a report of the Nominating Committee. This committee pre-

sented the following names: E. Hugh Behymer, librarian, Bethany College, Bethany, West Virginia, president; Mr. John Nicholson, Jr., librarian, Kent State University, Kent, Ohio, vice-president; Miss Mabel Kocher, librarian, Westminster College, New Wilmington, Pennsylvania, secretary-treasurer; Miss Rose Demorest, librarian of the Pennsylvania Room, Carnegie Library of Pittsburgh, and Miss Geraldine Anderson, librarian, Consolidated Coal Company Library, Pittsburgh, Pennsylvania, executive board members. There were no other nominations and the nominees were elected by unanimous vote.

The second meeting of the Tri-State Chapter was held on February 13, 1954, at the Fairfax Hotel in Pittsburgh. The meeting was called by President Behymer to discuss and approve a constitution and bylaws for the new chapter. There were approximately fifty interested librarians present. Each article and section of the proposed constitution was discussed and approved separately. At the end of the afternoon, the new constitution and bylaws were presented to the group and they were unanimously approved.

The western Pennsylvania, eastern Ohio, and West Virginia chapter of ACRL met on May 1, 1954, at Bethany College, Bethany, West Virginia. The meeting was called to order at 11:00 a.m. by the president. Previous minutes were read by the secretary. The Bethany College Male Chorus presented several musical numbers. Old and new business of the association was discussed. The meeting adjourned in time for visitors to see the college. At the luncheon meeting, greetings from the college were presented by Dean B. R. Weimer, chairman of the Faculty Library Committee. President Behymer presented Mrs. Emilie Jacobson who spoke on "Humor—Weapon of Free People." Following the luncheon, the meeting was called to order by the president and he presented the president's address: "The Philosophy of Librarianship." He then introduced Mr. Arthur Hamlin, executive secretary of the ACRL who talked to the group on "What the ACRL can do for you." His talk was followed by a question period. After the meeting adjourned, tea was served in the main reading room of the library by the wives of the Faculty Library Committee. (EHB)

ACRL Treasurer's Report and ALA Accommodation Account, 1953-54

INCOME

	BUDGETED	ACTUAL
ALA Allotments to ACRL from Dues	\$21,000.00	\$22,568.28
Additional Section Dues	—	139.50
Executive Secretary TIAA Premium Dues	360.00	360.00
ACRL MONOGRAPHS	1,000.00	4,317.84
Buildings Institute	—	331.50
Miscellaneous Income	—	45.40
Interest on Savings Account	—	290.32
Total Income		\$28,052.84
Bank Balance September 1, 1953		16,799.87
Total		\$44,852.71

EXPENDITURES

CARL Subvention	\$ 4,120.00	\$ 3,459.68
Annual Conference Expense	300.00	375.12
Council of National Library Association Dues	10.00	20.00
CNLA American Standards Committee (Z39)	3.00	—
ACRL MONOGRAPHS	—	3,724.08
American Council on Education	50.00	57.50*
Joint Committee on Library Work as a Career	25.00	—
Cooperative Committee on Buildings Study and Expense	300.00	—
Miscellaneous (including subsidy to Who's Who in Library Science)	200.00	237.50

SECTION EXPENSES

College	\$ 75.00	\$ 91.25
Junior College	150.00	180.70
Pure and Applied Science	250.00	103.69
Reference	125.00	246.06
Teacher Training	150.63	162.40
University	186.06	203.41

COMMITTEE EXPENSES

Administrative Procedures	\$ 100.00	\$ —
Audio-Visual	75.00	—
Buildings	500.00	149.96
Constitution & Bylaws	25.00	—
Preparation & Qualifications for Librarianship	25.00	—
Statistics	150.00	100.00
Nominating Committee	—	3.00

OFFICERS' EXPENSE

President	\$ 25.00	\$ 8.95
Treasurer	50.00	50.00
Executive Secretary TIAA	720.00	720.00
General Administrative Expense (including Travel)	900.00	575.02

EXECUTIVE OFFICE EXPENSE

Salaries (4), Social Security, Insurance	\$19,800.00	\$17,570.21
Travel Expenses of Executive Secretary	1,250.00	1,310.88
Communication, Supplies & New Office Equipment	1,600.00	2,026.69
Addressograph Plates	125.00	128.29
Total Expenditures		\$31,504.39

Balance on hand September 1, 1953		\$16,799.87
Income September, 1953 to August 31, 1954		\$28,052.84
Total		\$44,852.71
Expenditures September 1, 1953 to August 31, 1954		\$31,504.39
Balance		\$13,348.32**

* Includes an Associate Membership as well as Regular Membership.

** (\$10,200.32 in Savings Account at Federal Savings & Loan, Kansas City, Mo.)
(\$3,058 in Checking Account at First National Bank, Kansas City, Mo.)

Notes from the ACRL Office

BOOK COSTS

Every librarian with a book budget is interested in the average cost of books. William S. Carlson's latest biennial report, as director of libraries of the Oregon State System of Higher Education, reports as follows: the average volume purchased by the University of Oregon cost \$2.86 in 1939-40 and \$5.62 in 1953-54; the average volume purchased by Oregon State College cost \$3.82 in 1939-40 and \$7.02 in 1953-54 (higher because of large number of expensive back numbers of scientific journals). Average book cost has nearly doubled for both institutions. Oregon State College reported a 61% increase in average cost of American periodical subscriptions over the same period (\$3.38 in 1939; \$5.44 in 1953).

Administrators of larger libraries will be interested in the following statement from Mr. Carlson's report: "A welcome factor in the prospects for the next biennium is the recently adopted formula whereby 5% of all research contracts is made available to the library of the contracting institution." All too frequently libraries have been forced to assume great additional burdens for special research services without any compensating budget allowance. From personal experience I know that few university administrators think of library costs in totting up the bill, yet no single factor is more important in many projects.

UNIVERSAL COPYRIGHT

Passage and presidential signature of the legislation for the Universal Copyright Convention (H. R. 6616) recalls the heroic labors toward this goal by the leading literary figures of the last two generations. A principal effort to secure international copyright was made in 1885 when an important group of authors and publishers organized for that purpose. Legislation passed in 1891 met some of the goals but no amount of effort over the past 60 years could convince the Congress sufficiently to pass legislation which would permit American membership in the Berne Convention.

Much of the credit for the passage of the recent legislation should go to Dan Lacy, managing director of the American Book Publishers Council. In answer to a letter

of congratulations, he wrote:

What made the ratification of the copyright treaty and the passage of the legislation possible after so many decades' effort was not really the catalytic effect of whatever we were able to do here, but the fact that we had something to catalyze. That is, the Universal Copyright Convention in its present form actually corrected many of the obstacles that had lain in the way of earlier efforts of ratification of the Berne treaty. Even more important was the fact that there existed on the part of many groups of people, but in librarians most of all, a willingness to undertake irksome jobs over a period of many months from purely public motives. There must have been many hundreds of letters written by librarians to members of Congress during this drive, of which I saw carbons of a high proportion. They were thoughtful, intelligent, individually drafted letters of precisely the sort that influenced the Congressmen. I don't know of any other body of people in the country that would have undertaken that effort for a measure which they were supporting solely out of a sense of its rightness and not out of any self-interest. All of the many interests who were united in the support of the measure noticed and were impressed by this.

MORE ABOUT READING

These pages have been used before to emphasize the library's responsibility in creating in students the will to read and good book habits. Early last spring Minnie R. Bowles, librarian of Hampton Institute in Virginia, sent the following statement to announce an afternoon of informal faculty discussion on the role of the library:

No doubt each member of the Hampton Institute faculty would agree without question that the library is an important instrument in the instructional process of the college, that it can and does perform an important educational function and that the library staff can work actively with them in the achievement of the aims of the college. However, the statement of this concept is rather the expression of an ideal than an accomplished fact, for some members of the faculty use the library extensively, many use it to a limited extent and some do not use it at all in their teaching. This observation is made with the

realization that reading is more important in some types of courses and in some fields than in others.

Although many different media are used in teaching—lectures, discussions, experiments and demonstrations, audio-visual aids—reading remains one of the principal means by which college students acquire their education. The social importance of reading has increased with the growth of the reading public and the ever increasing amount of reading material. The information needed as a basis for successful living and participation as informed citizens in our democratic society has increased proportionately. Members of a college faculty have the opportunity to stimulate lasting reading interests in students and to assist them in formulating desirable reading habits as an essential part of their educational equipment. The encouragement of student reading should be one of the prime objectives of the educational program and a component part of most courses constituting the curriculum. One of the criteria for judging the effectiveness of a college faculty—and librarians are included in this group—is the extent to which students' reading abilities are known and understood and their reading activities stimulated and directed.

At this time, when the administration has expressed its opinion on the importance of the library as an instrument of instruction in terms of the renovation and decoration of the building, it seems logical to focus the attention of the faculty upon the part that the library can play in their teaching. It is believed that the library can contribute more effectively to the instructional program if the faculty understands the philosophy which underlies the formulation of library policies and services and the development of the collection, and if the faculty and the library staff are more fully aware of what each expects, or should expect, of the other.

PROJECT PROPOSAL

One of our well-known institutions now issues monthly a publication which reproduces the tables of contents of fifty current journals in the field of electrical engineering. The Department of Engineering selects the journals to be included. As current issues are received in the library, the table of contents page is photographed. The journals go on and the photographs collect in a folder until a certain day when the accumulation is run off on multilith (reduced size) and stapled between heavier printed covers. Of course,

some journals are represented by several contents pages. A foreign monthly journal may have two pages in one issue and none in another. Distribution is to all members of the department and, I suppose, to interested members of other engineering departments.

This simple, inexpensive publication puts in the hands of each faculty member a guide to the current literature in his field. He can sit down at home or on the train and in half-an-hour pick out the articles to which he should give attention. Of course, some titles are misleading. Even though the system is not foolproof, considerable aid is given. At this one institution the service is very popular and other departments want it.

Richard D. Altick wrote in the last issue of *C&RL*:

In literary scholarship, as in some other fields of the humanities and the social sciences, we depend heavily for our knowledge of recent publications upon specialized serial bibliographies that come out a few months or so after the end of the calendar year they cover. These bibliographies are godsend to the busy man who can't possibly keep up with all the publications in his field as they are issued.¹

If a need is felt for this sort of service elsewhere, I believe it could be supplied easily through ACRL leadership. One institution would make up the list for mechanical engineering and photograph the pages. Another would handle American history, and so forth. Photographed material would be forwarded monthly to ACRL, which would arrange for manufacture and distribution to subscribers. We could start in a small way with a few fields and expand gradually if the project proved its usefulness.

The principle behind this proposal is not a substitute to a periodical index; it is not to supply a bibliographical tool of permanent usefulness; it is purely and simply to put in the hands of faculty (and other readers with definite subject specialties) a handy guide to much of the current literature. Of course, many institutions would not have all of the journals whose contents pages were reproduced. There would be difference of opinion about coverage. But these are not serious obstacles.

¹ Altick, Richard D., "The Scholar's Paradise," *COLLEGE AND RESEARCH LIBRARIES*, 15:379, October, 1954.

Library science journal contents pages will soon be covered by such a publication, now being developed by Saul Herner and Eugene Garfield (236 East Gun Hill Road, New York 67, N.Y.). Comments on the principle and on needs in other fields should be sent to the ACRL office.

POLICY PLANNING

Perhaps the greatest single weakness in the American college is the lack of adequate provision for considering questions of basic educational policy. . . . The presidents and deans are too absorbed in organization, administration and promotion. . . . The professors . . . give little thought to over-all objectives. . . .

Thus it is that the matter of the direction of educational change has fallen between two stools (sic) with the result that it has been determined largely by pressure rather than by planning, by outside influence rather than by statesmanship. The great need is for educators to become masters in their household with a view to reversing the process.²

Librarians have suffered intensely from this lack of policy planning. We all have favorite stories about top level decisions to give graduate work in, say, oriental cultures next month without a thought to the necessary book resources or a word to the librarian. On the other hand, librarians too become engrossed "in organization, administration and promotion" and "give little thought to over-all objectives." Not all our woes are imposed upon us from outside and above. Some may likewise fall "between two stools." In any case, librarians have a great responsibility to present the case for long-range institutional planning to both faculty and administration and to be sure that their own hands are clean on this score.

WHO'S WHO

A news note of interest to every reference librarian is the establishment some months ago of a non-profit foundation to carry on *Who's Who in America* and other biographical publications of the A. N. Marquis Company. Mr. & Mrs. Wheeler Sammons, the present owners of the company, have taken this step to insure that the reference works continue

their past record of service. In Mr. Sammons' words, "Nobody ever bought his way into a Marquis publication, and one of the objects of our present step is to see that nobody ever will."

The company maintains quite a storehouse of biographical data, a by-product of its publications. This covers half a million Americans and goes back a century. The data on more than half these people is unpublished. A long range objective of the foundation is the production of a definitive American biographical dictionary.

Librarians have always had a degree of recognition in Marquis publications, not always accorded them elsewhere. This gift of the Sammons' is generous and public spirited and librarians will follow with interest the new developments under the foundation.

THE ALA CONFERENCE

In the *Antiquarian Bookman* for August 21, Sol Malkin, the editor, has an interesting evaluation of the Minneapolis Conference and some suggestions for the future. Of special interest are the editor's recommendations for more fruitful collaboration between librarians and other bookmen:

. . . The increasing importance of the library in the book world, and the influential role of its professional organization, the ALA, has become evident to every bookman. That is why we have tried to give in this issue of *AB* a rounded picture of the ALA at work, and will continue to report activities of interest in our special field in future issues.

It is however only right that we also record the increasing number of complaints in recent years by many bookmen about libraries and librarians. The ALA, it is contended, has become too "clannish," so large and unwieldy that programs are cut and dried, set forth *ex cathedra*, with little or no time for "Free Forums" or open discussion with give and take from members and the general public, not just the formal stilted talks from personages, with usual well-meaning platitudes. . . .

. . . We won't even attempt to enter into all the complaints about librarians in our own special field, or we'd fill this issue and many to come. But we must point out many of the unresolved problems that can be dispelled only by concerted action, the closest cooperation between librarians and bookmen.

Booksellers want to sell and serve libraries, book collectors want to give and help librar-

² Carmichael, Oliver C., "Major Strengths and Weaknesses in American Higher Education," *Association of American Colleges Bulletin*, 39:2; p. 241-242, May, 1953.

ies. Why must it be made so hard for them?

In the first instance, too many librarians regard dealers as "competitors"! To be sure, dealers, whether they sell to libraries or not, are or could be, with the smallest encouragement, the greatest friends of librarians. How many libraries have a sign on their bulletin board: "If you've liked the book you've just read, why not buy a copy for your personal library? You can get a new copy, or a good used one at a lower price from your local bookseller. Addresses below: . . ."

How many libraries try to fill their list of book wants, new and old, from their local dealers? Is it really easier and cheaper to write to publishers and wholesalers and get an illusory library discount that may look good on paper, but does not help in building up a book-minded community? How many librarians drop in on an evening or Saturday afternoon at their local bookstores? It could well be mutually profitable, so many problems are the same, so much could be done together. How many libraries, or local library groups, invite dealers, collectors, all bookmen to their meetings or socials? Is it just cut and dried procedure talks, or is there some feature to attract them, if only a general discussion period?

Why is it that so many librarians think they are the only ones who want certain o.p. and rare books? That just because they are libraries they should get it for a fraction of its value on the market place? How many libraries give their local dealers a chance to fill their needs? (If he is not able, don't make up your own for a handful of dealers, but send it to a specialist or one with whom you have had dealings before, and give all dealers a fair chance. Remember, the out-of-print field is one of the most competitive of all businesses, and librarians will get the fairest possible price if they use a single dealer for their needs.) . . .

. . . And when it comes to payment! Too many libraries still require quintuplicate copies, notarized affidavits, etc. from dealers. To be sure, many libraries are helpless in this situation. State laws and local rules require such mountainous paper work, and the dealer usually understands and is accommodating. But when the amount is five dollars or less, or even below a dollar, cannot the librarian send stamps or coin from petty cash, or ask for change in administrative procedure that will allow for the writing of checks of five and under? Such laws were promulgated decades ago, and have no reason for being today.

Now the above may seem petty, and yet it

is just such things that lead to lack of cooperation between librarians and dealers. If only each of the parties made it a practice, once a week, once a month, once a season, to visit each other's quarters, there would be much better understanding of each other's problems, and practical betterment of the situation might well result. . . .

. . . Our point however is that these are important areas in which there is no set policy or recommendations on procedure either from libraries or dealers. It is time that all bookmen got together in a single concerted effort to resolve their practical problems. Perhaps it could be done in the framework of the National Book Committee, the new organization which "seeks to foster a general public understanding of the value of books to the individual and to a democratic society," and to resolve questions of public policy which may be involved in book problems.

We believe however that the defects mentioned are in neglected areas which could and should be considered on local and national levels, and that the ALA is the organization which can broaden its scope by allowing for free discussion of such practical problems at the next national conference in Philadelphia, July 3-9, 1955.

The Philadelphia Conference is a long way off in point of time but all too close at hand for those who plan it. In past years our ACRL programs have been arranged largely by the chairmen and officers of ACRL and its sections and committees. This year the executive secretary was directed to work with officers in some over-all planning.

As things stand we plan to have a day and a half early in the conference week on the University of Pennsylvania campus with a varied program of papers, group discussions and social events. Concentration of many ACRL programs in a few days should be a convenience to members who must pay their own way and can afford to stay only two or three days.

The Penn Sherwood Hotel is near the university campus and convenient to the auditorium. ACRL officers who do not wish to stay in the central city area will probably stay there or in the adjacent Hamilton Court.

We hope to have a fairly large space in or near the exhibition area for general ACRL purposes. ACRL staff will be there, except when otherwise occupied. Leading college

and reference librarians (and this doesn't mean just administrators!) will, we hope, agree to be on hand at stated times to meet other members and discuss their problems or just chat. Those who come to conference can determine before they come that they will have an opportunity to discuss the care of rare books with an authority on, say, Monday morning, or allocation of the book budget with someone else on, possibly, Thursday afternoon. In addition to librarians there should be present for consultation the second-hand bookseller, the binder, and perhaps others of the book world who share interests with us and are not heavily represented in the exhibition area. We hope to make this meeting area attractive and comfortable, a place where our members, both old and young, will relax and fraternize.

Through this consultation service and through our discussion groups we hope to be able to help college and reference librarians

with most of their important practical problems. It is expected that the ACRL member can justify to his administration the expense money to attend conference by stating the problems he faces and with which he will be assisted at conference. If members will send to headquarters those problems which are of great personal concern, your secretary will see that these are covered in the discussion groups. No one should expect to get at conference neat little answers to all the problems of "back home." But he should get oriented in the right directions to find his own answers. In other words, the workshop is similar to the school which seeks to motivate the student, catch his interest, guide his thinking, etc. so that he is enabled to find his own answers, and so that he continues his search and solution long years later. It should develop self-perception, a sense for experimentation, new horizons, and sketch out some new techniques.
—Arthur T. Hamlin, Executive Secretary.

An Evaluation of the ACRL Statistics Report

(Continued from page 57)

fully. One ironical part of the data assembled above is that although the majority of librarians reported the salary data to be the most useful (Table II), 95, or approximately 75%, did not favor omitting those institutions from the published tables which do not submit this important information (Table VII). Few libraries are restricted by university statutes from reporting staff salaries, and yet an increasing number fail to submit these statistics. While reporting salaries in the lower brackets, many chief librarians withhold the top administrative ones because publication may reveal an individual's salary. An argument is that any figure reported may not be representative of one's total earnings. What an individual earns by extra teaching and consultant work

is his personal affair, but the fixed salary an institution pays its librarian has great significance for the profession! Only when these figures are reported do the statistics become an important tool for comparative purposes.

In this article, an attempt has been made to evaluate the ACRL statistics and to point out some of the problems facing the Committee. In making a critical analysis of the published data, one could pursue further many of the points raised in this article as well as mention others, but perhaps what has been included will indicate the need for serious thinking among librarians. The Committee is endeavoring to give you useful and accurate information, and your continued cooperation will enable it to function more effectively.

News from the Field

Acquisitions, Gifts, Collections

The University of Wichita Library has received a gift of a beautiful browsing room and \$5,000 for books for the room. The room is in memory of Harry S. Heimple and was given by his parents, Mr. and Mrs. Harry H. Heimple. The room is wood panelled, carpeted, and furnished in early American style. It was formerly a study room on the second floor of the Morrison Library, erected in 1939. The books are recent publications of general interest in all fields, or are nice editions of older works. They may circulate.

Maximilian Alexander Philipp, prince of Wied-Neuwied (1782-1867) was one of numerous titled German travellers in the American West of the early 19th century, such as Bernhard of Saxe-Weimar-Eisenach before him. But Prince Maximilian, in his journey up the Missouri River on the fur-trade boat, "Yellowstone," in the summer of 1833, was accompanied by the artist Carl Bodmer. By this good fortune, the latter's sketches of Indians, villages, forts, and animals, engraved by Lucas Weber and other eminent artists, appeared, upon their return, in an imperial folio of 81 plates. The German text of Maximilian's travels was published with this atlas in 1839, followed in 1840-43 by a French translation, and in 1843 by an English translation.

After the recent sale of Americana from the library of W. J. Holliday, the University of Kansas Library was fortunate to acquire its splendid copy of the first English edition of Maximilian's *Travels in the Interior of North America*. The plates are all in brilliant color, the designs measuring on the average 7" x 10" for the 33 vignettes and 12" x 17" for the 48 large plates, and each bearing the blind stamp of C. Bodmer. Accompanying the text volume is an ALS of the Prince, dated 18 March, 1843, to his English translator, H. Evans Lloyd, requesting information about the delay in Ackerman's publication of his work.

As described in entry number 76 of Wagner-Camp, Bodmer's original sketches are divided between the Newberry Library and the Neuwied estate. The acquisition of Maxi-

milian's *Travels* seems particularly fortunate during this year because of the forthcoming exhibit in Kansas City and elsewhere across the nation, for the first time in the United States, of that portion of Bodmer's work belonging to the Prince's descendants.

Appropriate in this year of the Kansas Territorial Centennial was the recent gift to the KU Library of the original manuscript minutes of the first Common Council meetings of the city of Lawrence, September 22-October 30, 1854. The donors were Mr. and Mrs. Joseph L. Wheeler of Benson, Vermont. Mrs. Wheeler is a descendant of one of the first Lawrence settlers.

It has been officially announced that the University of California Library has acquired the recently discovered Anita Moffett Collection of Mark Twain Papers. The president, Robert Gordon Sproul, and a number of the Friends of the University, raised the funds for the purchase from Zeitlin & Ver Brugge. This makes the UC Library the leading Mark Twain repository.

Mrs. Everett U. Crosby, of New York City, has given her entire Charles Lamb collection of 67 volumes to Mount Holyoke College Library, in memory of her college roommate, the late Harriet Heywood Loomis. Among the items is the only known surviving copy of the 1805 first edition of *The King and Queen of Hearts; With the Rogueries of the Knave Who Stole the Queen's Pies*.

Alex. Brown & Sons of Baltimore, "the oldest banking house in the United States," has given the Library of Congress a collection of its records dating from its founding in 1800 to 1875. The presentation was made by Mr. Benjamin H. Griswold III, a partner of the firm and a great-great-grandson of the founder.

The Sigmund Romberg collection of more than 4,000 vocal scores of operas, operettas and musical comedies, plus other items spanning three centuries of music, has been acquired by the University of California at Berkeley. The valuable collection of the late Hungarian-American composer of such popular successes as "Student Prince," "Blossom Time," "Desert Song," "Maytime" and "New

Moon," reveals him in a lesser-known light—as the devoted collector of various scores of early composers, as well as those of his contemporaries.

The Romberg collection was officially turned over to the University last week from the composer's estate. Attending the occasion were Donald Coney, librarian, and Vincent H. Duckles, music librarian, on behalf of the University, and Warren Howell, San Francisco book dealer who assisted with details of the transaction. The bulk of the materials will reside in the General Library on the Berkeley campus pending their eventual disposition in a new music building tentatively scheduled to be completed in the spring of 1957.

The University of Pittsburgh has received a \$500,000 grant from the Maurice and Laura Falk Foundation, Pittsburgh, for library facilities in the new building for the Schools of the Health Professions. The recent gift is in addition to a previous grant of \$300,000 provided in 1949 by the Falk Foundation for a medical school library. The new building, now under construction, will house the Schools of Nursing, Dentistry, Pharmacy, and Medicine. The \$15,000,000 structure will be located in the heart of the Pitt Medical Center.

Frank P. Burnap of Kansas City, Mo., a native of Parishville, has donated \$50,000 to Clarkson College of Technology, Potsdam, N.Y., for completing a library in memory of his wife, the late Harriet Call Burnap.

The University of Florida Libraries has recently acquired for its P. K. Yonge Library of Florida History what is considered the best single collection of reproductions of Spanish and British documents relating to the history of the southeastern part of the United States. Assembled by Colonel John B. Stetson, Jr., of Philadelphia, Pennsylvania, the collection consists of some 130,000 photostats of 7,000 selected documents relating to Colonial Florida which were found in the Archivo General de India at Seville, and typescript copies of records pertaining to Florida in the Public Records Office in London.

Documents, bearing dates from 1518 to 1821, include reports of governors, petitions of soldiers and widows for pensions, reports of shipwrecks, taxes, expeditions, lists of soldiers and their salaries, church records, royal de-

crees, and "residencias," or accounts which were demanded of those who held public office.

A calendar of the Spanish documents in the Stetson Collection has been made and a microfilm of this calendar in chronological and archival order is in the Library of Congress.

Exhibitions The most comprehensive specialized Americana historical exhibition ever attempted to encompass the entire cultural development of a single state, and scheduled to run without interruption for approximately fifteen months, opened at the Atlanta Public Library on Monday, October 4. The result of intensive investigations during the past twelve months, and based largely upon researches carried out over the past thirty years, the carefully planned exhibition will comprise thirteen separate series covering all intellectual aspects of Georgia history spanned by the years 1800-1900.

Martha Biggs, librarian of Lake Forest College, sends us word that nearly 1000 people saw the "One Thousand Years of Christian Books" exhibit presented recently in the library on the occasion of the second World Council of Churches meeting in Evanston, Illinois. The exhibit traced the history of printing from the ninth century to the present by the showing of religious books, manuscripts and fragments. One of the features was a lecture on the items to be seen, by James M. Wells, curator of the John M. Wing foundation of the Newberry Library in Chicago.

An exceedingly rare group of items was assembled for the exhibit, including a leaf of the Constance Missal, believed by many to be the oldest printed book, and a complete Gutenberg New Testament. Other notable exhibits were several early German Bibles and a copy of the first Bible printed in North America, an edition translated into an Indian dialect by John Eliot, a clergyman of the early seventeenth century and known as "the apostle to the Indians." This is the second book ever printed in the United States, preceded only by the Bay Psalm Book.

The Oxford Lectern Bible and the Bible designed for the World Publishing Company by Bruce Rogers, America's foremost typographer, were included as examples of the dignity and beauty to be attained in modern printing

of religious books. By special arrangement, Bruce Rogers, designed a catalog of the whole exhibit, which was available to those who attended.

Buildings

Kelsey Hall, the new library building at Sterling College, Sterling, Kansas, was dedicated on October 5, 1954.

Kansas State College is moving the greater part of its book collection into a new stack addition which has been under construction for two years. When fully completed, the addition will house 580,000 volumes. The stacks were installed by Virginia Metal Products Corporation. The floors on the eight levels are of poured concrete. There are 22 carrels on each of the completed floors. The most pleasing part of the entire construction is the very efficient fluorescent lighting used throughout. A new elevator is part of the installation.

Ground has been broken during 1954 on new buildings (or expansions) for libraries at the New Jersey State Teachers Colleges at Glassboro, Paterson, and Jersey City. In the near future, the entire campus of the State Teachers College now located in Newark will be moved and new buildings erected on a plot of ground purchased by the state in the vicinity of Elizabeth.

On October 23, the William H. and May D. Taylor Memorial Library and the John M. Reeves Student Union Building were dedicated on the campus of Centenary Junior College, Hackettstown, New Jersey. This makes a total of five buildings constructed the past six years under the leadership of President Edward W. Seay. The new buildings have been made necessary because of the increased enrollment from 148 students in 1942 to 465 this year.

The Surdna Foundation, with which Mr. and Mrs. Taylor were associated, gave the largest gift for the construction of the library, honoring these two friends of the college. The John M. Reeves Student Union Building is named in honor of Mr. John M. Reeves, a Centenary trustee who contributed generously to the building of it. Construction of the two buildings was started in May, 1953 and was completed at a cost of \$610,000. The library has a circulation lobby and reference area, a reading room and two stack levels, a music listening room and cubicles, a Centenarian

conference room, seminar and library instruction classrooms, a student reading lounge, a periodical-recreational reading area, offices for the librarian and her assistant, and a large work room. A fire-proof vault for college records is located in the basement. The Cummins Room, named in honor of the late Mrs. Annie Blair Titman Cummins of Belvidere, New Jersey, who left her large estate to the College, is located in the west wing. It includes a large selection of Indian relics and Old World artifacts. A faculty-staff reading room and a storage area are located on the ground floor.

The Central Library of the National University of Mexico has been reorganized and now occupies a new building on the campus of University City in Villa Obregón (San Angel). One of the first decisions reached by the Consejo Técnico de Bibliotecas, established by university authorities to head the organizational program of the central library and its branches, was to offer training classes for personnel already employed in the university libraries.

Projects

The historic private papers of the Adams family—reflecting the actions, thoughts and feelings of four generations of distinguished Americans from pre-Revolutionary times through World War I—soon will be opened to scholars and published for the general public. A long-range research, editing and publishing project was announced on October 14, 1954, at the annual meeting of the Massachusetts Historical Society in Boston. Sponsoring groups are the Adams Manuscript Trust, the Massachusetts Historical Society, Harvard University and *Life Magazine*. In addition, the Adams Manuscript Trust will distribute microfilm copies of the entire collection to key research libraries across the country.

Reference Librarians' Section News

The chairman and director of the Reference Section were invited to Chicago for a conference with Mr. Hamlin, ACRL executive secretary, on October 11 (the day of the Great Flood). Plans were discussed for Midwinter and the Annual Conference in Philadelphia. If the plans materialize, the

section's program should be of great interest and help to the reference librarian of any size or type of library. Other plans being worked out are aimed at increasing our section membership and, of course, that of ACRL and ALA. Watch for developments!

The editor of COLLEGE AND RESEARCH LIBRARIES would welcome manuscripts on subjects of special interest to reference librarians. Briefer news items about our Section members and their work should be sent to the Publications Officer, ACRL, 50 East Huron Street, Chicago 11, at least two months before the quarterly date of COLLEGE AND RESEARCH LIBRARIES.

In September were published in book form two annual lectures relating to books and libraries at the University of Kansas. The third series of Logan Clendening Lectures on the History and Philosophy of Medicine (1952) is *Galen of Pergamon* by George Sarton (Lawrence, University of Kansas Press, 1954, 112p., \$2.50). The first Annual Public Lecture on Books and Bibliography (1953) is *An Informal Talk by Elmer Adler at the University of Kansas, April 17, 1953* (Los Angeles, privately printed, 1954, 44p.).

The second Annual Public Lecture on Books and Bibliography was delivered at the University of Kansas on October 6, 1954, by Peter Murray Hill, distinguished actor, bibliophile, and antiquarian bookdealer, of London. The subject of Mr. Hill's lecture was "Two Augustan Booksellers: John Dunton and Edmund Curll."

The University of Kansas Library has published a library handbook, *Students and Libraries at the University of Kansas*, edited by Robert L. Quinsey, assistant director. Copies are available for distribution and may be obtained upon application to the office of the director of libraries.

The Engineering Societies Library, 29 W. 39th St., New York 18, has issued a "Bibliography of Filing, Classification, and Indexing Systems for Engineering Offices and Libraries" (Engineering Societies Library, ESL Bibliography No. 9, 1954, 18p., \$2.00).

Great Books in Great Editions, selected and edited by Roland Baughman and Robert

O. Schad (San Marino, Huntington Library, 1954, 65p., illus.), describes 28 significant works in the Huntington Library.

Arundell Esdaile's *A Student's Manual of Bibliography* has been revised by Roy Stokes and issued by George Allen & Unwin and The Library Association (London, 1954, 392p., 18s.). This standard textbook, now in its third edition, has had an enviable reputation in both England and America. The arrangement of the current edition has not been altered in any important respect from previous ones, although new material has been added. The second edition appeared in 1932.

This is the Yale Library has been issued by the Yale University Library (1954, 82p., illus.) as a guide to its resources and facilities.

Two new items in the Doubleday Short Studies in Sociology Series are *Religion and Society* by Elizabeth K. Nottingham (1954, 84p.) and *The Development of Modern Sociology* (1954, 75p.). Each is priced at 95¢.

Phillips Temple's *Federal Services to Libraries* has been published by the American Library Association (1954, 256p., \$3.50). The author interviewed many government agency librarians and other officials in collecting data for this work. The material is arranged under subject headings which identify the various services provided by the federal government. Bibliographic notes provide a summary of existing literature. Librarians should find many uses for this handbook.

A Bibliographical Guide to the English Educational System, by George Baron (University of London, The Athlone Press, first published 1951, is distributed in the U. S. by John De Graff, Inc., New York, N.Y. (70p., \$1.50). Another Athlone Press publication, distributed by John De Graff, Inc., is *Social Security in the British Commonwealth: Great Britain, Canada, Australia, New Zealand*, by Ronald Mendelsohn (1954, 391p., \$7.00). This is a comparative study of the four social security systems, involving consideration of administrative principles of each and practical problems of operation.

Brazil: People and Institutions, by T. Lynn Smith, is now available in a revised edition from the Louisiana State University Press (Baton Rouge, 1954, 704p., illus., \$7.50). This is a comprehensive source book dealing

with cultural diversity, the people, levels and standards of living, relations of the people to the land, and social institutions.

"The College Library and Its Community," by Evan T. Farber, is included in the July, 1954, issue of the *Alabama Librarian*.

The *Subject Index to Periodicals, 1953*, has been issued by The Library Association (Chaucer House, Malet Place, London, W.C.1, 1954, 574p., £7.5s, £6 to association members).

William S. Wallace, of New Mexico Highlands University, Las Vegas, has available copies of his *Bibliography of Published Bibliographies on the History of the Eleven Western States, 1941-1947* (Publications in History, Historical Society of New Mexico, September 1953, p.224-233). Order from author, 50¢ cash.

Louis Round Wilson is the editor of the *Selected Papers of Cornelia Phillips Spencer* (University of North Carolina Press, 1954, 760p., \$7.50). The papers are arranged in nine groups around such topics as Manners and Customs, North Carolina Attitudes and Background, Social Questions and Institutions,

Education, Natural Beauty, and the University.

Margaret H. Underwood has compiled a *Bibliography of North American Minor Natural History Serials in the University of Michigan Libraries* (Ann Arbor, University of Michigan Press, 1954, 197p., \$1.75). Annotations and bibliographical notes are included in the citations.

Goucher College has issued *The College Library in a Changing World: A Conference Celebrating the Opening of the Julia Rogers Library, Goucher College, April 9-10, 1953* (1954, 74p.). The publication includes several interesting papers on the college library.

Supplement No. 2 has been issued for each of the volumes (1-2) of *An International Bibliography on Atomic Energy* (Vol. 1 is "Political, Economic and Social Aspects," 1953, 31p., 30¢, and Vol. 2 is "Scientific Aspects," 1953, 320p., \$3.50), published by Atomic Energy Section, Department of Security Council Affairs, United Nations; distributed by Columbia University Press, 2960 Broadway, New York 27, N.Y.

ACRL Midwinter Meeting Program

As usual the tentative schedule for the Midwinter meeting is carried in the January *ALA Bulletin*. The *Bulletin* program gives data on open meetings only. The following comments were prepared at page proof stage and are, therefore, somewhat later than information in the *Bulletin* but have not been proofread.

A few of the ACRL committee meetings will be open to any interested ACRL members who wish to listen in. To date these are the ACRL Publications Committee (scheduled for Wednesday morning but may be moved) and the ACRL State Representatives (8:30 A.M. Thursday).

There will be no ACRL General Session. The College and University Library Sections are holding a joint session for their business and to hear John D. Millett, president of Miami University (Ohio), and author of the controversial treatment of the college library in *Financing Higher Education in the United States* (see review in *COLLEGE AND RESEARCH LIBRARIES* for July 1953). A panel will raise questions and comment on President Millett's treatment of library finances. There will also be a summary report on the recent Monticello (Ill.) Conference on financing research libraries. A brief ACRL business meeting will follow this joint session of the two sections.

The Junior College Section, which meets Tuesday afternoon, is considering library self surveys and standards for junior college libraries, two topics of great interest to many senior college librarians. Both the Reference and the Teacher Training sections have interesting programs as well as business (see *ALA Bulletin*) and are scheduled for Thursday afternoon at present. It is hoped this conflict will be resolved in the final program. PASS meets Tuesday afternoon and will concentrate on divisional and departmental library problems as well as business and committee reports.—Arthur T. Hamlin, Executive Secretary

Personnel

DR. RUBENS BORBA ALVES DE MORAES, in becoming the director of the Library of the United Nations, brings with him an active and varied cultural and professional life, as librarian, historian, editor, author, translator and bibliographer.



Rubens Borba
Alves de Moraes

Dr. Moraes, native of Araraquara, state of São Paulo, Brazil, was born on January 23, 1899. He followed higher studies in Paris at the Collège Stanislas and in Switzerland at the University of Geneva.

In his native land he directed, 1936-1943, the Municipal Public Library of the city of São Paulo, giving to it a modern, functional pattern, characterized by its architecture, organization and service, and in keeping with the surging movement, dating from 1929, of librarianship in Brazil. Dr. Moraes envisioned the necessity of training personnel not only for the Municipal Library but also for other libraries of his country, and for that reason projected the incorporation of the recently formed School of Library Science in the Municipal Library organization. Here it functioned under his direction until 1940 when it became a unit of the Escola Livre de Sociologia e Política.

In 1944 Dr. Moraes accepted the invitation of his government to serve as associate director of the National Library and to prepare plans for the reorganization of that library. In December 1945 he became its director.

The work and qualifications of Dr. Moraes in Brazil came to the attention of the United Nations when it found itself in need of organizing and coordinating the rapidly growing library collection and services. He joined the United Nations in 1948 in the capacity of assistant director of library services. The following year he transferred to the directorship of the United Nations Information Office in Paris. Then, in 1954 he returned to New York to become director of the United Nations Department of Library Services.

During the course of his professional life, Dr. Moraes has travelled extensively. In 1939 he visited the United States on invitation of the American Library Association to observe American library practices. While in the United States he attended the American Library Association Conference in San Francisco. He returned in 1947 to attend the Assembly of Librarians of the Americas in Washington.

Dr. Moraes is author of *Le Chevalier au barizel* (Geneva, 1919); *Domingos dos séculos* (São Paulo, 1924); *Contribuição ao estudo do povoamento de São Paulo nos séculos XVI a XVIII* (São Paulo, 1935); *O problema das bibliotecas brasileiras* (São Paulo, 1942); *Cultural relations with Latin America* (1942); and *A lição das bibliotecas americanas* (1942). He has edited the series, *Biblioteca histórica brasileira*, and, as coeditor, the *Handbook of Brazilian studies*. He translated from the French *Viagem a São Paulo* (1941) by Saint Hilarie. In 1942 he accepted a task of coordinating with William Berrien, Professor at Harvard University, the compilation of a bibliographic manual of Brazilian studies. This task culminated with the publication of an excellent contribution *Manual bibliográfico de estudos brasileiros* (Rio de Janeiro, 1949).—Arthur E. Gropp.

RALPH MCCOY, who is to become director of libraries at Southern Illinois University in



Ralph McCoy

February 1955, has exceptional qualifications for his new post. He was brought up in Springfield, Illinois, attended college at Illinois Wesleyan in Bloomington, and is a graduate of the library school in Urbana. His work experience includes five years as editor of Publications at the

Illinois State Library, five years in the Army where he wrote a number of training manuals, and seven years in the library of the University

of Illinois. During most of his years in Urbana, Mr. McCoy has been reference librarian and research assistant professor in the University's Institute of Labor and Industrial Relations. Like most labor librarians, Mr. McCoy has been active in the research and teaching program of his institute and in the closely knit and productive Committee of University Industrial Relations Librarians. In the midst of these activities he has somehow managed to write a volume on personnel administration in libraries which was published in 1954 by ALA, and he has completed most of the requirements for a doctor's degree in librarianship at the University of Illinois. His dissertation, which deals with censorship in Boston, will attract attention both in and outside of his home state.

Mr. McCoy becomes director of libraries at Southern Illinois University at a time when the library of that institution is entering into a period of enlarged usefulness. Southern Illinois University is rapidly expanding into new fields, and a carefully planned library building is under construction on the campus in Carbondale. Under this happy conjunction of circumstances, the staff of the library of Southern Illinois University can look forward to many rich and rewarding achievements in the years directly ahead.—*Leslie W. Dunlap.*

FOSTER E. MOHRHARDT has been director of the Library of the United States Department of Agriculture since September 14, 1954. Within two weeks after he took over the staff realized how fortunate they and the profession are to have him there. Two letters from two different parts of the Library report, "... we like Mr. Mohrhardt, and hope he likes us." Coming



Foster E. Mohrhardt

from these people, liking is subsidiary to respect for his professional competence, and that sentence tells more about Foster Mohrhardt than could be told in a book of statistics about his various jobs and achievements.

His scholarly work—ranging from his Carnegie Foundation study which produced

the list of books for junior college libraries to his recent standards of performance for hospital libraries and his articles in *Library Trends*; his development of communication systems as head of the library and abstracting service of the Office of Technical Services; his advisory service to the Atomic Energy Commission and the Civil Service Commission; his productive work as head of various college libraries and as assistant in others—those things are all reported adequately in the current *Who's Who in America*.

What is more important is that Foster Mohrhardt is one of the rare creatures in this world who combines an extraordinary amount of ability to get things done with a greater than usual share of the milk of human kindness. No one, no matter whether his problems are personal or professional, fails to receive his wise and sympathetic advice and active assistance.

He finds time to do more than the usual amount of administrative routine, plus more than his share of outside professional work, and more than most, of creative thinking; and he does all this so casually that the effort involved hardly shows.

Lest this picture be considered to be overdrawn, and the writer admits freely that he is not entirely unbiased in his attitude, the record should show that Foster really is not one of the world's outstanding Scrabble experts, and his game of cribbage leaves something to be desired. But these are not primary professional requirements for his new job, so the profession can join his wife Kathrine, his son David, his daughter "Cottie," and the writer in being proud of him and pleased at his appointment to the directorship of one of our great national research libraries.

The profession is the richer for this appointment.—*Ralph R. Shaw.*

LORENA A. GARLOCH (Mrs. P. H. Byers) has been appointed university librarian at the University of Pittsburgh. Miss Garloch has held the position of acting university librarian since the death of Dr. A. L. Robinson two years ago.

Miss Garloch is a graduate of the University of Michigan where she received her B.A. in library science in 1928, and the University of Pittsburgh where she got her M.A. in geog-

raphy in 1943. She attended Westminster College for three years.



Lorena A. Garloch

Miss Garloch has been associated with the Pitt library staff since 1929, except for the period from 1930 to 1931 when she was head of the order department of the American Library in Paris. She is the author of numerous articles in library journals, as well as in economic and geography periodicals. A member of ALA, she is a past president of the Pittsburgh Library Club and has served as secretary of the Pennsylvania Library Association.

DAVID WILDER was appointed assistant director of Ohio State University Libraries on October 1, 1954. In



David Wilder

this newly created position he will supervise the public service departments of the library system.

Mr. Wilder is a graduate of Union College and obtained his master's degree in history from the University of Rochester. He received his B.S. in L.S. from Colum-

bia University in 1942 and immediately thereafter entered the Army Air Corps, in which he remained until November, 1945. Most of this time he was a staff sergeant with the 19th Weather Squadron which served Africa and the Middle East. After his return to civilian life he spent six months on a special fellowship assisting in the work of the ALA International Relations Office. He was appointed librarian of Hamilton College Library in August, 1946, and continued in the position for five years, leaving to accept the librarianship at the American University of Beirut. While in Beirut he also served as library consultant to the Middle East Representative of the Ford Foundation, an activity which included surveys of libraries in Syria and Egypt as well as in Lebanon. He was

president of the board of the American Community School in Beirut for two and a half years. He returned to the United States last August after three years at Beirut.

While he was at Hamilton College, Mr. Wilder was active in library association affairs. He was chairman of the College and University Library Committee of the New York Library Association from 1947 to 1951, and a member of the NYLA Council from 1949 to 1951, also serving as a representative of the NYLA on the ALA Council. He was secretary of the College Section of ACRL in 1949-1950.

Ohio State University is fortunate in obtaining Mr. Wilder for this new position. His thorough knowledge of library techniques and resources both here and abroad, his keen interest in facilitating student and faculty use of the library, and his sympathy and understanding in personal relationships augur well for his success in this challenging position in one of our largest university libraries.—John R. Russell.

LUCILE KELLING became dean of the School of Library Science at the University of North



Lucile Kelling

Carolina in September, 1954. Miss Kelling, a native of Minnesota, holds a Bachelor of Arts degree, *magna cum laude*, from Whitman College and a Bachelor of Library Service degree from New York State Library School and has done extensive graduate work in the classics.

She began her library career at the Carnegie Public Library in Centralia, Washington and subsequently served on the staff at the Newark Public Library, Mills College Library, Hoyt Library, and State Teachers College, Albany, New York. Her teaching experience includes appointments at the Library School of the Public Library of Los Angeles; School of Library Service, Columbia; and the School of Public Administration, University of Southern California. Miss Kelling came to North Carolina in 1932 as an assistant professor in the Library School and has been a full professor since 1946. Responsibilities of

the deanship are not new to her for she was acting dean during various summer terms as well as during 1950-1951. Thus, in addition to her own administrative ability, she brings to the position a thorough knowledge of local conditions—all of which should serve the School in good stead.

Her sense of professional obligation is strong, and she gives generously of her time and talent. She has fulfilled committee assignments for the American Library Association, the Association of American Library Schools, Southeastern Library Association, North Carolina Library Association, and the local chapter of American Association of University Professors. Her former students are continually turning to her for advice, and others in the region have drawn upon her experience. In 1951 at the request of the Board of Trustees of the Pack Memorial and Sondley Reference Libraries of Asheville, North Carolina she conducted a survey of those libraries.

In addition to her many library activities

she has interests in various other fields—writing, classical literature, book collecting. The genuineness of these interests is evidenced by a number of well-known bulletins she wrote for the University of North Carolina's Extension Division plus several short stories published under pseudonyms, a book *Index Verborum Iuvenalis*, which she prepared jointly with Dr. Albert Suskin, and her own collection of various editions of Thackeray's *Vanity Fair*.

Miss Kelling's varied experiences and interests have enabled her to bring to her students a richness and breadth of vision not often found in the classroom. These qualities coupled with her sympathetic understanding explain to some extent the love her students have for her. They will be delighted to know that she plans to continue to offer "her" courses in reference and book selection and that she will continue to direct the placement program in spite of her increased responsibilities for the growth and development of the Library School.—*Mary Edna Anders*.

Appointments

Dorothy Ackerman returned to her duties at Ohio State as librarian of the Modern Languages Graduate School after a year's leave of absence for a Fulbright Scholarship.

Margaret Ayrault is chief catalog librarian, University of Michigan Library.

Elizabeth Bond has been appointed Coordinator of Adult Services, Minneapolis Public Library.

Charles C. Colby, medical librarian, University of Missouri, Columbia, was formerly reference librarian, Boston Medical Library.

Albert Daub has established his own firm of Albert Daub & Co., Inc. at 257 4th Ave., New York 10.

Jack J. Delaney is order librarian, Texas Technological College, Lubbock.

Herbert W. Drummond is now circulation librarian of the Sacramento State College.

Ethel M. Fair is acting librarian, N.J. State Teachers College at Trenton. She was formerly head, Department of Library Science, at N.J. College for Women.

Carlyle J. Frarey is now associate professor, School of Library Science, University of North Carolina.

Mrs. C. W. Gates has been appointed assistant librarian at Baker University, Baldwin, Kansas.

Fanny Goldstein, librarian of the West End Branch of the Boston Public Library, is now curator of the Judaica Collections.

Richard B. Harwell, assistant librarian of Emory University, has been appointed executive secretary of the Georgia-Florida Committee for Planning Research Library Cooperation. The recently formed committee has been set up to make surveys of libraries at the cooperating universities and to explore ways to strengthen and share them. The Committee will develop a method by which cooperating libraries will exchange information about their respective acquisitions and will sponsor a work conference. As executive secretary, Mr. Harwell will coordinate the work of the committee with member institutions. The research library committee includes representatives of the libraries of Emory University, Florida State University, Georgia Tech, the University of Georgia, the University of Miami and the Southern Regional Education Board. Mr. Harwell, who has been granted a year's leave of absence from Emory University, will assume his duties October 1.

John D. Howell, Jr., has been appointed

circulation librarian at the Clemson College Library.

Hannah Hunt has been appointed assistant professor in the School of Library Science of Western Reserve University.

Mrs. Frances Kemp Hurley, librarian, New Jersey College for Women, was formerly readers consultant, Teachers' College, Columbia University.

Hazel Marie Johnson, senior divisional librarian at the University of Michigan since 1951, has been appointed associate reference librarian at Ohio State University.

Roy L. Kidman, formerly of the University of California at Los Angeles Law Library, has been appointed science librarian of the University of Kansas. He will supervise a combined chemistry, physics, and pharmacy library in the new Science Building which was dedicated on November 5, 1953.

David C. Libbey, formerly reference librarian, Washington State College at Pullman, is now head of reference and circulation, Newark Colleges of Rutgers University.

John C. McKee, formerly circulation librarian, was made head of the circulation department, Iowa State College Library.

Willis Kerr, who retired as librarian, Claremont College, is now librarian at La Verne College in California.

Mrs. Dorothy Rogers McLean, for many years assistant librarian of the U.S. Tariff Commission, Washington, D.C., has been appointed librarian.

James A. Martindale, formerly librarian of the Purdue University Agricultural Experiment Station, has been appointed serials librarian of the Ball State Teachers College, Muncie, Indiana.

John R. May, formerly of the reference staff of the Purdue University Library, has been appointed serials librarian.

Beverly T. Moss has been appointed assistant librarian at Evansville College in Evansville, Indiana.

Henry T. Murphy, Jr., formerly librarian of the U.S. Department of Agriculture, Plum Island Animal Disease Laboratory, Greenport, Long Island, has been appointed librarian of the Purdue University Agricultural Experiment Station.

Eileen F. Noonan, formerly a high school librarian at Tacoma, Washington, has been appointed periodicals librarian at Iowa State

Teachers College, Cedar Falls, Iowa.

The following appointments have been made to the library staff at Ohio State University: Morton Coburn, purchase librarian; Hazel M. Johnson, associate reference librarian and instructor in library administration; Hazel Kemp, assistant librarian, Education Library; Frances A. Langer, stack supervisor; Jean Leyman, librarian, circulation desk; Sidney Matthews, acting acquisition librarian in the absence of James Skipper who is on leave of absence to work on his Ph.D. at the University of Michigan; Ruth I. Miller, cataloger; Elizabeth Olmsted, librarian, Music Library; Miriam Ridinger, librarian, interlibrary loan; Carolyn Roderick, cataloger; Eryk Talat-Kielsz, cataloger; George L. Williams, librarian, closed reserve and Mary E. Wood, cataloger.

Odrun Peterson has been appointed librarian of Gustavus Adolphus College, St. Peter, Minnesota.

Hugh C. Pritchard, formerly with the University of Illinois Library, has been appointed reference librarian of the University of New Hampshire.

Rutgers University, Graduate School of Library Service, has made the following appointments: Margaret E. Monroe, who will teach courses on adult education; Fred H. Graves, technical methods and cataloging; and James H. MacBride, courses in library service for business organizations. All are assistant professors.

Mary E. Schaap is documents librarian of the Clemson College Library.

Ellen K. Shaffer, formerly of Dawson's Book Shop in Los Angeles, has been appointed rare book librarian of the Free Library of Philadelphia.

Dr. Jesse H. Shera, dean of the School of Library Science at Western Reserve University, is now also editor of the Western Reserve University Press.

Mary Shovlin, formerly head of the Science and Technology Department of the University of Colorado Library, has been appointed assistant deputy librarian of the Colorado State Library in Denver.

Helen C. Sill has been appointed head librarian at the Willimantic State Teachers College in Willimantic, Connecticut.

The following personnel changes have taken place in the Stanford University Libraries:

Emily I. Olson is now education librarian; Mrs. Mary D. Ravenhall and Rinaldo Porcella are catalog librarians; Joan C. Daudois is biological science librarian; William B. Ready is assistant director for acquisition. Mr. Ready had been chief acquisition librarian since July 1, 1951. A sketch of Mr. Ready appeared in the July, 1951, issue of *COLLEGE AND RESEARCH LIBRARIES*, pp. 291-92.

Charles Howard Stevens, formerly librarian of the U.S. Air Force Air-Ground School at Southern Pines, North Carolina, has been appointed aeronautics librarian at Purdue University.

Temple University Library: John Knight has been appointed junior reference librarian, Carol Ranshaw, junior business librarian and Julia Gaskill, senior business librarian.

Harold Thompson is now library assistant, N.J. State Teachers College at Newark. He was librarian, Trenton Junior College.

Arnold H. Trotter, associate director for technical processes in the University of Illinois Library, is the recipient of a Fulbright award for a lectureship in library science at Chulalongkorn University, Bangkok, Thailand. He will be in Thailand from September 1954 through April 1955.

Frank M. Vanderhoof was appointed September 1 as librarian of the Swift Library (divinity and philosophy) and lecturer in the

Divinity School of the University of Chicago.

Gertrude E. Voelker, who has just returned from two years of service with the U. S. Army in Europe, has been appointed cataloger at the Iowa State Teachers College Library, Cedar Falls, Iowa.

Laura K. Vroman has been appointed assistant professor of library science at N.J. State Teachers College, Trenton.

Edgar Welch, formerly of the Oklahoma City University Library, has been appointed documents and serials librarian of the University of Wichita Library.

Dorothy H. West has succeeded Dorothy E. Cook as editor of the *Standard Catalog Series* of the H. W. Wilson Company. Miss Cook has retired.

Alleen Wilson, formerly librarian of Baker University, Baldwin, Kansas, has been appointed librarian of the research library of Old Sturbridge Village, Sturbridge, Mass.

Elizabeth A. Windsor, formerly librarian, Coe College, is now head of the reference department, Iowa State College Library.

Dr. Eugene H. Wilson, director, University of Colorado Libraries, is acting dean of the faculties at the University, 1954-55, while Dean W. F. Dyde is on leave as a Fulbright fellow. Henry J. Waltemade, associate director of libraries, is now serving as acting director.

Retirements

Completing a period of 42 years of continuous service to the State University of Iowa Libraries, Miss GRACE WORMER retired from full time work July 1 as SUI's assistant director for special collections.

During her 42 years of service, Miss Wormer has held positions in almost every department of the library; she was general assistant, 1912-20; order librarian, 1920-22; head, order department, 1922-32; assistant librarian, 1931-1943; acting director of libraries 1922-24, 1927-30 and 1932-1943.

While Miss Wormer was acting director of libraries, the book collections grew from approximately 185,000 volumes to well over half a million; the library staff grew from less than 20 persons to more than 50, exclusive of student help. It was primarily because of her leadership that the library continued to expand and develop in the difficult depression

and early war periods.

Miss Wormer is a native Iowan, graduated from Cornell College, Mt. Vernon, Iowa, and attended the University of Illinois Library School. Her energy was not devoted to the SUI Libraries alone: she has served on the ALA Council, the Committee on Committees, as well as on the Board of Directors of ACRL. She has been active in the Iowa Library Association, serving on the Executive Board, the Board of Library Action, and others, and has been a member of the Iowa City Library Club, serving as that organization's president in 1917-18.

In her present position, Miss Wormer has developed the Iowa Authors Collection, begun in 1947 and now approaching 2,500 volumes, representing some 550 authors; there are also about 275 manuscripts of books by nearly 100 Iowa writers in the collection.



Miss Grace Wormer looks at the bound volume of letters written by former library associates which was presented to her by Dr. Ralph E. Ellsworth, director, State University of Iowa Libraries, at a tea in her honor.

Pictured with Miss Wormer is Tom Garst holding the silver serving tray which he presented on behalf of the Iowa University library staff association.

At a tea held in her honor June 17, she was presented with a silver tray and with

a bound volume of 50 letters, written by former associates and staff members.

Miss Wormer is justly proud that some of the younger librarians, encouraged by her, are now in responsible positions in library administration. Robert A. Miller, Lucile Morsch, Helen D. Hutchinson and Fred Folmer are some of today's librarians whose early careers were under her leadership.—Clyde C. Walton, Jr.

Bertha R. Barden has retired from the faculty of the School of Library Science of Western Reserve University, where she has been teaching since 1924.

Solon J. Buck, assistant librarian of Congress since 1951 and former archivist of the United States, retired on August 31, 1954.

Irene Ehresman retired from the position of periodicals librarian at Iowa State Teachers College, Cedar Falls, on July 1, 1954.

Abbie Gammons, senior catalog librarian at Stanford since 1948, retired on August 31, 1954.

C. Irene Hayner has retired from the staff of the University of Minnesota Library School, with which she has been associated since 1945.

Mildred Loudon, who has been associated with the Library of Congress since 1918 and with its Rare Books Division since 1927, retired on August 31, 1954.

Mrs. Margaret Wells, education librarian at Stanford University since 1925, retired on August 31, 1954.

Foreign Libraries

Holger Ehrenchron-Müller, well known as compiler of the *Dansk Forfatterlexikon* died in 1953 at the age of 85. He served as head of the Danish Department in the Royal Library in Copenhagen from 1901 to 1938.

Josef Gregor, director of the theater collection in the Austrian National Library, retired on July 1, 1954.

Sigurd Gundersen retired from the directorship of the Bergen (Norway) Public Library on June 1, 1954.

Bruno Kaensche retired from the director-

ship of the Weimar Landesbibliothek on July 1, 1953. On July 16, 1953, Kurt Kampe succeeded him as director.

Johannes Luther, retired director of the University of Greifswald Library and the oldest German librarian, died on May 1, 1954.

José Moncada Moreno has been appointed director of the Biblioteca Nacional in Caracas.

Carl Wehmer, one of the outstanding German incunabulists was appointed director of the University of Heidelberg Library on September 1, 1953.

Necrology

RALPH A. BEALS, director of the New York Public Library since 1946, died on October 14, 1954, in the New England Medical Center, Boston. Mr. Beals had been ill since last February, and had gone to Boston for treatment on August 20.



Ralph A. Beals

His death removed from the library profession one of its most valued members. I had been a student at the University of

Chicago Graduate Library School for a year when Ralph Beals appeared on the campus in 1939. A tall, thin man, easily taken for a scholarly professor, Mr. Beals was instantly pegged as a serious, sound person who would go far in the library profession. He had come to librarianship with an interesting background, but certainly one that was not far removed from the field. Actually, he had served as librarian for the Army during the first World War. After the war he gained his bachelor's degree at the University of California and his master's degree at Harvard. Seven years of teaching English—two at Harvard and five at New York University—were followed by a six-year period as assistant to the director of the American Association for Adult Education. His work with the AAAE convinced him of the possibilities of librarianship as a career.

At the Graduate Library School, Mr. Beals was an eager student, and both faculty members and his fellow students admired his forthrightness, sharp pen, gift of speech, and ability to sweep away underbrush. Some thought at times he was brusque, but he was not one to be led astray by whimsy. People were always impressed by his sincerity and diligence. In 1940, he went to the District of Columbia Public Library as assistant librarian, and two years later returned to Chicago as director of the University of Chicago Library. In 1944, he was made also dean of the Graduate Library School. Two years later he was called to the directorship of the New York Public Library.

As an administrator at Chicago, Ralph Beals was as eager as he had been as a student. Always wanting to learn, he lamented the shortness of the day. He amazed the staff with his intensive study of the *Union List of Serials* and his searching of titles in hundreds of dealers' catalogs. He was interested in all the activities of the library—in developing the collections, in cataloging, in making the building more functional, and in providing a high level of service to students and faculty. Concerned about the morale of the staff, he welcomed ideas which would improve staff unity and personal happiness of individuals. Despite an innate gentleness and kindness, he was impatient with dullards.

His work at the New York Public Library is well known. He strove to overcome a shortage of funds for the work that he thought the library should be doing. He sought and secured the interest and support of the public in general, as well as of business and industry. He instituted new services, improved the working quarters of the library, changed operations to increase efficiency, and fought for increases in salaries. Perhaps he was not as close to all members of the staff as some and he himself would have liked, but he was constantly working for them. He firmly believed in the value of books and libraries for all groups of people. He was equally at home with the newly arrived foreigner and the erudite scholar.

Ralph Beals was interested in libraries on regional, national and international levels. Cooperative enterprises were a primary objective in his agenda. He was involved in state and national library association work. He held the Royal Order of St. Olav, First Class, awarded by the King of Norway for his help in restoring the library of the University of Oslo. He had a deep concern for library education, and the development of the profession. His contributions during the relatively short period that he was a librarian are many and significant. He will be missed not only by the New York Public Library and its staff, but by a multitude of friends and colleagues.—*Maurice F. Tauber.*

Pre-eminence in the library profession is not always achieved by those who seek it;

sometimes it is acquired unknowingly by a librarian by virtue of his influence on others. Such was the case of JACK C. MORRIS, librarian of the Oak Ridge National Laboratory, Oak Ridge, Tennessee, who died on September 23, 1954.

Morris, a graduate of the University of Illinois Library School, was a university and a special librarian with a background in chemistry. From 1943 through 1947 he displayed his capabilities in another field, that of the patent specialist, encompassing positions as patent chemist and supervisor of patent services, Hercules Powder Company, Wilmington, Delaware; and patent adviser, Office of Rubber Research, RFC, Washington, D.C. As chief librarian at the Oak Ridge National Laboratory from 1947 until his death, the research library he built and perfected testifies to his outstanding qualities as a librarian.

His position in the library profession is not solely attributable to his work with the ORNL Library. He was a firm believer in the professional status of librarians and spent freely of his own time to achieve an equality of consideration for librarians as compared to members of other professional groups.

Morris sought perfection in library techniques and was intolerant of inadequacies. His concern with the AEC system for cataloging reports and his proposals for the change and improvement of the system were discussed within the Atomic Energy Commission installations from Brookhaven to the University of California Radiation Laboratory. His subsequent interest in retrieval of information systems resulted in extensive correspondence with librarians throughout the country.

He never sought office in professional societies nor did he willingly prepare papers for either oral presentation or for publication. In the early days at the Oak Ridge National Laboratory he felt his responsibilities to the Laboratory precluded any use of his time for preparing material for publication, and only within the last two years when his concern with retrieval systems overcame his distaste

for personal aggrandizement did he permit publication of his ideas.

In spite of this reticence, Jack Morris was as well known and more highly respected for his opinions than many who have lacked his reticence. His death is a loss not only to the community of Oak Ridge librarians, and to the technical information personnel of the Atomic Energy Commission, but is a personal loss to all of us who have communicated with him.—G. E. Randall, manager, Technical Information Branch, ARO, Inc., Tullahoma, Tennessee.

Dona M. Ames, assistant librarian of Baker University, Baldwin, Kansas, died at Norton, Kansas, on July 12, 1954.

Marion F. Dondale, librarian of the Albany, New York, Medical College since 1933, died suddenly on June 28, 1954.

F. W. K. Drury, librarian at Nashville, Tennessee, from 1931 to 1946, died on September 3, 1954. Mr. Drury was an active librarian throughout his career, and his contributions to the profession were numerous. During the period 1919-1928 he was assistant librarian at Brown University.

Hilda Margaret Rankin, librarian of the School of Dentistry of the University of Michigan since 1939, died on July 14, 1954, at the age of 61.

Florence M. Wilkinson, head cataloger at the Mount Holyoke College Library, died on September 7, 1954, at the age of 46. A graduate of the University of Michigan, with a B.S. degree from the Columbia University School of Library Service, she was on the staff of the Millicent Library, Fairhaven, for 12 years, then head of the catalog department at the Public Library, Yonkers, N.Y. She came to Mount Holyoke as senior cataloger in 1948, and was appointed head cataloger in 1949. She was a member of ALA and the Massachusetts Library Association.

Ad Index

The Advertisers Index has been omitted from this issue due to space requirements. It will be resumed in the April issue.

Review Articles

Basic Reference Sources

Basic Reference Sources: An Introduction to Materials and Methods. By Louis Shores. Chicago, American Library Association, 1954. 378 p. \$6.25.

Although based on the author's *Basic Reference Books*, this work is not identified as a third edition of that text because of certain changes in plan and emphasis. Like its predecessor, it aims to present the content of a general reference course, with, according to the preface, greater emphasis on non-book materials and more attention to reference practice. Although the changes in plan and emphasis are perhaps less extensive than the preface might seem to suggest, all appear highly advantageous, and examination indicates that the work fulfills its stated purpose admirably.

An introductory chapter, "The Practice of Reference," treats very briefly the place of reference work in library organization, with definitions and explanations of the six component functions. The remaining chapters are concerned with reference materials, general and specialized, with emphasis on types. Some 554 basic titles are included, in contrast to 172 in the earlier work, though the latter listed 254 additional titles for general acquaintance. Each chapter contains a list of typical reference questions culled from the experience of reference librarians in various libraries—a feature sure to interest students. Almost every chapter concludes with a reading list, though unfortunately the items so listed are not included in the index. Dr. Shores' background comments on the history of specific titles or types should be of much interest to students since such information does much to humanize these keys to knowledge at which many are prone to look askance or to take for granted. The lucid and straightforward style, excellent format, pleasing and inviting pages, should do much to facilitate and encourage the reading of these meaty chapters.

In Part I, the general section, some 270 specific titles are introduced to the student. Among innovations are the chapters devoted

to how-to-do-it books, which Dr. Shores calls "Manuals" and to audio-visual sources, both very helpful and practical. The treatment of maps, atlases, gazetteers and guidebooks together in the chapter "Geographical Sources" is a great improvement over the former edition where maps and atlases were grouped with indexes to pictures as "Representations," a somewhat artificial heading, and guidebooks and gazetteers were with "Directories."

Part II leads the student at least over the threshold of many inviting areas. The subject fields are here grouped under Librarianship; History and Auxiliary Studies; The Social Sciences; The Sciences—Pure and Applied; and The Humanities. As the author clearly states, the treatment in subject fields is necessarily of an introductory nature. Chapter 18, "The Sciences," is the work of Helen Folke of Western Reserve University, who introduces the student competently to a few of the principal sources and characteristics of reference work in the field. The chapter on the humanities contains, besides art, music, literature, philosophy and religion, a section labelled "Recreatory Arts" which includes the dance, games and sports.

It is a well recognized fact that bibliographies are in one sense out of date by the time of publication, so quickly do new titles appear. It does seem unfortunate, however, that the closing date for the inclusion of titles was December 1951, and publication date June 4, 1954, an interval of two and a half years. Thus many extremely important new titles were necessarily omitted. In a work of this excellence and with titles so wisely chosen, it is hardly fair to mention omissions. Nevertheless, bearing the closing date in mind, some librarians will regret the absence of Clarence S. Brigham's *History and Bibliography of American Newspapers 1690-1920* (1947), as a source for locating files of earlier newspapers in connection with the listing of *American Newspapers 1821-1936: a Union List*. In the brief treatment of retrospective British national bibliography, the omission of the *Short Title Catalogue 1475-1640*, by A. W. Pollard and G. R. Redgrave, and its continuation by Donald Wing, is disappoint-

ing. *Les Sources du Travail Bibliographique*, Vol. I (1950), by L. N. Malcès, is mentioned as a source of information on foreign encyclopedias, but not, surprisingly, as a source on general and national bibliographies. That boon in questions of scientific bibliography, *Poggendorff's biographisch literarisches Handwörterbuch* (1863-) is absent, though the Royal Society of London *Catalogue of Scientific Papers* is included. The very popular *Rider Television Manual* (1948-) is omitted while the same publisher's *Perpetual Trouble Shooter's Manual* is mentioned, though this is possibly taken care of by a statement that there are manuals for television. The *Oxford Companion to the Theatre* (1951) is conspicuously absent, though the other "Companions" are included. In the reading lists at the end of the chapters, every teacher will undoubtedly want to add a few favorites in lieu of some of those chosen, but on the whole these readings bring a sampling of stimulating professional literature into the student's orbit of work.

To do justice to all the strong points and special features of this notable work is impossible within the compass of this review. The information given about the various titles is remarkably clear, helpful, and accurate for the editions described. Although the titles included are generally popular and readily available, yet a fair number of the basic scholarly tools, even a few in foreign languages, are presented. Dr. Shores, to his credit, has not acceded to the plea, voiced sometimes in library circles, to reduce the titles included in a basic reference course, to the lowest common denominator of availability and popularity. Among other commendable features—to mention only a few—are: the excellent, clear treatment of government publications; the discussion of subscription books in the chapter on encyclopedias; and the simple but excellent instruction in bibliographic form given in Chapter I.

As a textbook in a basic reference or information services course—whatever its title—this work should meet a genuine need, as did its predecessor. Every word in the text, laden with common sense advice culled from practical experience, should be helpful and stimulating to beginners in the field. The very existence of many of these titles will be a revelation to the student. For those students who

find themselves, as many will, in school and small college or public libraries where subject departmentalization exists, if at all, to a very small degree, this introduction to some of the more generally useful reference sources both general and in subject fields, will form an excellent minimum basis or springboard from which to build and extend this knowledge. For those who intend to specialize immediately in a subject area or in the general bibliographical services offered in general reference departments of certain large public and university libraries, this synthesis of information about general and specialized sources will form an indispensable background and adjunct to further intensified concentration in the chosen field—either on the job or through additional courses. As Dr. Shores points out, the chapters in Part II may well be used, also, as a supplementary text in the bibliographic courses now offered in the humanities, social sciences, and sciences. Library school students equipped with this text, together with Constance Winchell's *Guide to Reference Books* for reference use, and Margaret Hutchins' fine *Introduction to Reference Work*, cited frequently in the reading lists, for a much more extended treatment of the principles and methods of reference work, are fortunate indeed. Although its primary use will, of course, be as a textbook in library schools, the usefulness of *Basic Reference Sources* to reference librarians on the job and to library inquirers who want to know something about reference materials, should not be overlooked.—Mary N. Barton, Enoch Pratt Free Library.

Modern Bibliography

Notes on Modern Bibliography. By Ronald Staveley. London, The Library Association, 1954. viii, 111p. 10 s.

This is a good book. It contains nothing new, but makes a major contribution through synthesis. It is readable and informative, and expresses more fully than any other single source the evolving concept of bibliography as a combination of what might be termed conventional bibliography and what many have termed documentation. In its early phase bibliography was the study of production of manuscripts and books, which is now termed

analytical or critical bibliography. For a period its definition swelled, rather than grew, until one bibliographer, Peignot, said: "Since bibliography is the most inclusive and most general of all human disciplines, anything appears to fall into the field of work of the bibliographer." In the return to reason, bibliography was deflated, so that by the time of Georg Schneider it could be defined in a narrow sense as the study of lists of literature. About the turn of the century, or perhaps around World War I, new forces in the form of the bibliography of ideas came to the fore, and these brought with them the need for better handling and transmission of information in recorded form, and the field of documentation was born. While the author would be the first to disclaim exhaustive treatment of any one or all of the component parts of this broader field, he does an excellent job of introducing the student to postwar trends in the recording, handling, organizing and transmission of recorded knowledge.

Starting, as is customary, with the "argument from mass," the author discusses the programs and plans for universal recording of literature, the breakdown in various important services owing to wars, the efforts by users and librarians alike to develop plans and programs for more orderly organization of literature and of its intellectual content; the development of publishing and of bibliography in the sciences and the social sciences; inadequacies of publication attributable to costs of printing, to unsystematic publication, to publication in too-small editions or too late, and the possible solutions to these problems in mechanical methods for first publication and single copy services. He goes on to discuss difficulties in transmission of knowledge attributable to copyright systems and to language and translation problems. The principal subjects discussed under inadequate records are: incompleteness of coverage; place of periodical indexes in providing coverage; union catalogs and union lists; abstracting services; guides to academic research and to general research; and the possibilities of assistance from the machines. On the question of accessibility the author treats levels of accessibility and of interlibrary cooperation.

It is probably impossible to compress so broad a field as this into 106 text pages without some oversimplifications and even, possibly,

some minor errors. Also, some of the statements which are probably true with respect to the United Kingdom are not applicable to other parts of the world. Nevertheless, bearing in mind the fact that this book represents a series of lectures for library school students at the London School of Librarianship and Archives, the possible oversimplifications and the differences of practice are understandable. The author does point repeatedly to inadequacies of conventional classification for modern bibliographic purposes, but does not include much information about the experimental work being done in this field. Whether that is by accident or design, this reviewer does not know, but the only area in which the treatment of evolving methods and systems seems to be slighted appears to be this one of classification.

All in all, Mr. Staveley and The Library Association are to be congratulated. They present here a large amount of information about trends in bibliography, readably and in brief compass. It is a stimulating and thought provoking summary.—*Ralph R. Shaw, Graduate School of Library Service, Rutgers University.*

Public Relations

Financial Public Relations: For the Business Corporation. By Herman S. Hettinger. New York, Harper, 1954. 204p. \$3.50.

Because a library may be judged as superior or mediocre by its success or deficiency in public relations policies, and because the literature on this subject is found only occasionally in the form of journal articles or among the closing pages of books on library administration, it is necessary for those seeking enlightenment in this vital area to reach out to other fields and to their experts. Mr. Hettinger is vice president of D. M. S. Hegarty & Associates; and this is the most recent title in Harper's American Series of Public Relations Books.

Industry has been the leader in recognizing the value of effective public relations programs. Since World War II, the business corporation has been giving increasing attention to this aspect of administration, directing its attention to two principal groups—stockholders and the financial community. Although Mr. Hettinger's counsel is based on

factors common in the life of the business corporation, his theories and resolutions would appear to be generally applicable to most college and research libraries as well. When the author states, for example, that there is a growing relationship between company profitability and understanding, with a subsequent increase in public relations thinking, the librarian need only substitute "Increased Appropriations" for "Profitability" and add "Cooperation" to "Understanding" to feel affected by the discussion of that subject. Similarly, for the "Financial Community" one might substitute "Friends of the Library," the "Library Profession and Other Interested Persons"; for "Stockholders," "Administration, Staff (for 'Family'), and Readers."

The error made most frequently is to assume that public relations need only be used for matters warranting a newspaper story. Planned continuity is emphasized in this book as the most significant tenet of a sound conceptual design. Ultimately it is more important than any single constituent in the program. Information is disseminated by three chief methods: 1) financial publicity, general and special, 2) specially prepared material directed to specific groups, and 3) personal contact activities. A basic report, the annual report, interim reports, special bulletins (including survey reports), article reprints and reprints of speeches comprise the standard media for written information, supplemented by prompt releases to the press, when new information is announced.

The organization's story, with regard to history and progress, services, prospects, etc. should be available in the basic report, which is, ideally, something of a readable reference manual about the institution. Although the annual report is important, it tends to be poorly used; its presentation often lacks imagination, and there is too large a reliance on it to serve when a continuing program in public relations is, in fact, needed. The report should be attractively prepared, with attention given to size, format, color, (!) typography and paper. It should be easily identifiable with the institution; and the information it contains should be pertinent, frank, concise—and interesting.

Personal contact in public relations is seen in organization tours, regional and other

forms of committee meetings, press and individual interviews, in general correspondence, and in the administrator's availability for reasonable requests of his time. It has been suggested elsewhere that good library public relations is good library service, publicly appreciated. This presupposes a comprehensive collection, a comfortable and efficient physical operation, and an able and affable staff.

An institution should know the traits which designate it a public character, and these qualities should be employed to advantage when public relations plans are being conceived. Continued position in the community is a likely point of emphasis; also the importance of research in the field served by the group; special services and materials available; institution history as a means of reflecting progress; management and directors—that shadow of an individual or group whose efforts have distinguished it.

Being vastly experienced in the field of business, Mr. Hettinger does not write an original book about a practical subject. He defines, explains and proposes, and this is done with clarity and verbal economy. Parts of his book are applicable only to the business corporation; and there are potential areas for effective public relations in libraries which have no equivalent in the considerations of a business corporation, particularly in the large category of personal contact, and to a lesser extent in the use of motion pictures, radio, television and exhibits. Nevertheless, this book would be useful to the library administrator as an advanced general review of principles and ideas.—*Ervin Eatenson, Columbia University Libraries.*

Medical Bibliography

The Development of Medical Bibliography.

By Estelle Brodman. Baltimore, Waverly Press, 1954. ix, 226 p. \$5.00. (Medical Library Association, Publication No. 1.)

Miss Brodman in her monograph limits her discussion to lists of books or periodicals, relating to medicine in general, but not to the specialities in particular. The important definite medical bibliographies of a general character of the sixteenth century, including Champier, 1506, Brunfels, Fuchs, Gesner, Gallus and Spach, 1591, are discussed in de-

tail. Like treatment is accorded those of the seventeenth and eighteenth centuries, the "Golden Age" of the individual bibliographer. The 1600s were notable for the works of van der Linden, Lipenius, and Cornelius à Beughem, and the following century brought forth the works of Boerhave, Haller, who compiled several bibliographies besides the one on general medicine, Ploucquet and Callisen, whose monumental compilations ended the reign of the individual as a bibliographer. Before Champier, dependence had to be placed on personal lists of writings such as Ficinus,¹ and the general bibliographies of Trithemius² on the writings of the Church Fathers and illustrious men.

The rate of increase of publications, books and periodical articles, had become so rapid that the era of cooperative effort had to be inaugurated. The first in a series of such works was the *Catalogue of Scientific Papers* of the Royal Society, London, followed by the monumental work, the *Index Medicus* and the *Index Catalogue* of the Medical Library of the Surgeon General's Office of the United States, initiated and compiled under the direction of Dr. John Shaw Billings. Miss Brodman devotes considerable space to a description and evaluation of these publications now deceased from over-feeding. Tables are presented of the rapid growth of periodicals from 1800 to 1908, showing in the last year a total of 71,248 periodicals.

The modern situation is reviewed, outlining the history of the *International Catalogue of Scientific Papers*, the *Current List of Medical Literature*, the efforts of UNESCO, and the use of punched cards by machine methods. The great problem of the present centers on the limitation of publications on selective cataloging.

Incidentally, through the text, there is a steady flow of material relating to the history of medicine, making the book of double value to interested persons.

Appended to the text, there is a list of 250 medical bibliographies published since 1500 A.D. There are author and subject indexes,

and the Medical Library Association is to be congratulated on the selection of this book for its Publication No. 1.

This invaluable reference volume should be a "bed-side" book for medical librarians and also is recommended to bibliographers and medical historians.—James F. Ballard, director, Boston Medical Library.

Columbia's Library School

A History of the School of Library Service, Columbia University. By Ray Trautman. New York, Columbia University Press, 1954. 85p. \$2.00.

Professor Trautman's history of the School of Library Service forms part of the series of studies issued in honor of Columbia's two hundredth anniversary. As might be expected of such a unit, this volume is published in attractive format, deals briefly with the various eras of the school and looks forward to the future. The two photographs that constitute the only illustrations, however, seem inadequate selections. Portraits of distinguished leaders of the school and exteriors of important buildings are not shown, though these might have proved more fitting than the contrasting views of teaching facilities in Melvil Dewey's time and of the type of classroom in use today.

The account of the school proceeds chronologically from the time of founding up to the present. The first chapter is devoted to organization under Dewey and the transfer to Albany two years later. The next two chapters deal with the immediate predecessors of the present School of Library Service: the New York State School and that of the New York Public Library. Chapters IV and V cover the administrations of Deans Williamson and White of the present school. The final chapter, "The Program for Advanced Degrees," seems the poorest of the six. Material here, in condensed, reorganized form, properly belongs with the preceding chapter which is decidedly thin as to content.

Were it not for the Bicentennial Celebration of Columbia, this volume would probably not have appeared in 1954. As a full history, it has lamentable shortcomings. Much more time and effort ought to be expended on the amalgamation of earlier, published accounts of the school under Dewey, and on the

¹ Ficinus, Marsilius. *Liber de sole et lumine*. Florence, 1493. Contains a list of the personal works of Ficinus.

² Trithemius, Johannes. *De scriptoribus ecclesiasticis*. Basel, 1494. *Catalogus illustrium virorum*. [Mainz, 1495.] Trithemius, while abbot at Sponheim, developed a business for the copying of manuscripts and assembled a large library.

individual contributions to librarianship of the New York State and New York Public Schools whose histories have also been published previously. The story of the present school under its two administrations needs to be entirely rewritten before it can take its place justifiably in the chronology.

Not only should the Williamson and White regimes be treated at far greater length; in each present account, a statement of broad, over-all objectives in the training programs needs to be inserted. These objectives existed and must still exist in spite of national and world crises that have arisen. Too little is said in the Trautman history about the need for library schools to train for librarianship as it is now being practiced, and to produce leaders, both in the physical and philosophical sense. Thinkers, expert technical workers, executives are all called for, and the nation looks to the library schools as the best and most logical sources for such people. From a practical viewpoint the matter of whether Columbia is producing competent librarians deserves far more consideration than whether the student body is becoming local rather than national in character.

The last part of the Williamson chapter is entirely too much concerned with the enumeration of isolated, specialized courses that seem to have composed the curriculum of the school. Many of these, incidentally, were introduced during summer sessions. Such summer offerings have proved sound and logical practice at many universities, where new courses are introduced on an experimental basis.

The final chapter, which still deals with the White administration, presents too many explanations about the doctoral program. Incidentally, during the eleven years of Dr. White's deanship, candidates seem to have been only slightly more numerous than during the Williamson regime. Only one person has actually acquired the degree. Is something wrong with the school's doctoral program and the quality of the students who are attracted to it? Or is the prospect of absorption by the profession of a large number of people who might obtain the Ph.D. in library science not likely? A university is the logical place for such training; other schools at Columbia turn out substantial numbers of graduates who have earned the degree.

The role played by the alumni during the White administration is handled in relative fullness, but more attention might well have been given to this group in the Williamson chapter. This shortcoming applies to the story of the formation of the present, amalgamated association as well as to the many profitable consultations with the alumni during the 1926-43 period.

Typographical errors appear to be few in number, but Appendix I shows some omissions and an occasional mistake as to date. The three appendices form one of the most useful sections of the book, particularly because of their ready reference value.

The style throughout is uneven as to quality. At times it is dignified, in keeping with an anniversary volume; in sections where the author's bias predominates, the writing becomes clouded both as to thought and presentation of facts. Very likely the preparation of the volume as a unit in an official series has hampered the insertion of humor, the homely anecdote and the human side of the persons responsible for the school since its inception. Such material is available in abundance and should not be overlooked in the awaited, comprehensive history of this school.—*Harriet D. MacPherson, dean, Drexel Library School, and librarian of Drexel Institute of Technology.*

Technical Services

Technical Services in Libraries: Acquisitions, Cataloging, Classification, Binding, Photographic Reproduction, Circulation Operations. By Maurice F. Tauber and Associates. New York, Columbia University Press, 1954. xvi, 487p. \$6.50.

We have a great number of books which describe in detail the operations in the technical services of libraries. There is no up-to-date compendium for acquisitions work and related processes, but both the beginner and the experienced professional in cataloging have at their disposal some excellent manuals. The common denominator for most of the literature in the field is that they are either textbooks designed for an elementary level or compilations of rules. There was an urgent need for a scholarly publication which would discuss on a high intellectual level the entire field in its broadest aspects. Maurice Tauber

and his associates (Ralph U. Blasingame, Jr., C. Donald Cook, Carlyle J. Frarey, Bertha M. Frick, Jane H. Hall, Richard O. Pautzsch, and Irving Verschoor) have written such a book.

Technical Services in Libraries is a "Lehrbuch" in the sense of the great nineteenth century university compendia. It sketches the philosophy, summarizes up-to-date findings and leads toward new and fruitful investigations. From all points of view it is a truly remarkable book.

The scope of the book is best given in the author's own words (p. ix):

The volume purposes to survey the various "technical services" and to orient the student to the range of operations and techniques associated with the procurement, recording, preservation, and handling of library materials. The specific aims are: (1) to familiarize the student with problems in the technical services and with current thought concerning the best solutions of them; (2) to familiarize him with sources of published and other information concerning the practice and administration of the technical services; (3) to indicate methods that have been used in studying the technical operations; (4) to point out those areas in which research or special study is needed or likely to prove fruitful; and (5) to furnish a background of information that may be useful in performing the technical services in libraries.

The book is divided into twenty-two chapters:

- I. Introduction.
- II. The technical services in the library program.
- III. Acquisitions: functions and organization.
- IV. Types of materials and their sources: purchases.
- V. Operations in order work.
- VI. Gifts and deposits.
- VII. Duplicates and exchanges.
- VIII. Catalogs and cataloging: development and functions.
- IX. Catalog entries and description.
- X. Subject headings.
- XI. Classification.
- XII. Pre-cataloging and post-cataloging operations.
- XIII. Reclassification and recataloging.
- XIV. The cataloging department: administrative problems.
- XV. Conservation of library materials: general organization and administration.

XVI. Conservation of library materials: finance, personnel, and other aspects.

XVII. Conservation of library materials: the bindery within the library and the handling of special materials.

XVIII. Circulation operations: registration.

XIX. Circulation operations: loans.

XX. Circulation: other operations and records.

XXI. Photographic service in libraries.

XXII. Machines, operations, and modern libraries.

The footnotes are, unfortunately, at the end. An elaborate index of twenty-three pages closes the book.

After this general description a few comments on specific points will be appropriate. There is a slight inconsistency in the use of the terminology, "technical services." On the title page and generally throughout the book it is meant in a very broad sense, including also some operations in readers' services, "which are susceptible to codification"; however, in chapter II it is confined to the traditional narrow sense of acquisitions and cataloging. I doubt very much whether one can still say, "Among the most important [of the agents for book purchases] is the local bookdealer, who is used as a rule . . ." (p. 44). Most scholarly libraries and a steadily increasing number of smaller institutions use the big metropolitan jobbers. Firms like Baker and Taylor and the American News Company are in a heavy and successful competition with the local store. I would also suggest that the description of the searching operations as performed by second-hand book dealers (p. 47) be taken with a heavy grain of salt. Theoretically every book dealer would like to go through all these steps, but, facing the grim reality of a chaotic second-hand book market, he just can't afford it. The new acquisitions technique, the standing order for the purchase of the entire output of a publisher, is not discussed, and not enough attention is given to the bookkeeping responsibilities of the acquisitions department. The question of encumbrances, the handling of funds, the administration of financial records pose a great number of important problems which are by no means completely settled. It is realized, of course, that business records vary considerably in different kinds of libraries.

Among the marks of ownership employed

by libraries, one could add the use of a special endpaper (Newberry Library and Cornell University) (p.244). Xerography, which may well be in the near future one of the most widely used methods for card reproduction, deserves more space (p.247, 392). Tauber has slightly revised an earlier estimate of the cost of recataloging. I fully agree that the expenses of recataloging are slightly higher than new cataloging because of the many added activities. His figure of approximately one dollar per volume is on the conservative side. I am more accustomed to think in terms of titles recataloged; here I would suggest a figure of from two to two-and-a-half dollars per title. Although Tauber has undoubtedly the greatest experience in recataloging, I question his unconditional advice of starting a new catalog during the process (p.279). The best I could say about a new catalog is to call it a necessary evil. An important item in the administration of the catalog department, about which I would like to get more advice, is the question of statistics and reports. The short paragraph which the book devotes to this aspect could be expanded in a later edition.

Special attention should be paid by all of us to the chapter on binding. The relation of binding to the over-all program of book conservation and the advisability of recognizing the importance of this work by giving it full departmental status is clearly brought out. The final chapter on machine operations carefully weighs the two sides of the question. It boldly points out the fact that few studies in library service give cold facts; we all are much too often satisfied with opinions and guesses. On the other hand, we cannot just borrow studies of scientific management in industrial organization and apply them to libraries.

None of the above critical remarks are fundamental; the laudatory remarks could fill the entire issue of this journal. I therefore would like to summarize the gist of my opinion on the book under review in one short sentence: No librarian can afford *not* to read *Technical Services in Libraries*.—Felix Reichmann, *Cornell University Libraries*.

Challenges to Librarianship

Challenges to Librarianship, edited by Louis Shores. Tallahassee, Florida State University 1953. 156p. \$2.00; paper \$1.00 (Florida State University Studies, No. 12).

This volume presents separate papers on eight "challenges to librarianship," representing a series of lectures in 1952-53 given to students of the Library School at Florida State University. The central theme of these challenges, in the eyes of the editor, was to be the library as a critical force in the current world conflict. The lectures begin with two papers that fit the theme rather closely: Dan Lacy's "The Challenge of International Understanding" and Luther Evans' "The Challenge of Censorship." Lacy lucidly summarizes the sociological-political situation which demands far better international understanding than we have. He then proceeds to indicate the obstacles to the flow of information, especially in relation to Asia and the Near East—and the obstacles are exceedingly formidable. Finally, he summarizes in broad terms the efforts made thus far toward promoting international understanding. Mr. Lacy makes it abundantly clear that, while much has been accomplished, far more remains to be done. Dr. Evans' paper deals with the risks to a democracy of overt and, especially, hidden censorship, and the obligation of libraries to provide the materials through which the public may "... learn ... what is to be said for and against all of the proposals made on the great public issues of the day. ..."

The six remaining lectures are not quite so obviously related to the general theme of the series: Fremont Rider on "The Challenge of Microphotography," Charles H. Brown on "Librarianship and the Sciences," Edgar Dale on "The Challenge of Audio-Visual Media," Frances Henne on "The Challenge of School Librarianship," Louis Round Wilson on "The Challenge of Library Literature to Education for Librarianship," and Wayne Shirley on "An American Librarian's Heritage." Though the relation of some of these papers to international understanding seems somewhat remote, they present in an interesting way important problems in a number of areas of librarianship.

The extent to which the papers represent

the general position, attitudes, or knowledge of some major segment of the profession, as distinguished from the personal views of the author, varies from paper to paper. But the collection as a whole reflects the profession of librarianship as a dynamic one, aware of important obligations and concerned with finding the best solutions.—*Herman H. Fussler, University of Chicago Library.*

Methods of Research

Methods of Research: Educational, Psychological, Sociological. By Carter V. Good and Douglas E. Scates. New York, Appleton-Century-Crofts, 1954. xx, 920p. \$6.00.

"This book has been written for field workers, graduate students, and members of the senior division of the undergraduate college who would evaluate the quality of conclusions, either as producers or consumers of research." This is the first sentence of the preface of this volume by Drs. Good and Scates, who represent two-thirds of the writing team which produced the useful *The Methodology of Educational Research*. The new volume is a more detailed analysis of methods in research on a wider scope than the work of Good, Barr, and Scates. Librarians, library school students, and members of library school faculties should find it a most helpful guide. As the authors further point out in the preface, the work is not intended to be a "recipe book," "cookbook," "rule book," or a series of "lesson plans" for problem-solving. Rather, it discusses concepts, principles, and procedures in educational, psychological, and sociological investigations.

Although the entire volume will be of interest to librarians, chapter 3, "Survey of Related Literature and Library Technique," and chapter 5, "The Descriptive Method: Classification," are worth particular attention. Chapter 3 emphasizes the need of searching the literature prior to starting on a new investigation, and, within the subject limits of the volume, suggests the many bibliographical and other aids useful to the researcher. In some instances, the detail is unusually full. For example, specific topics treated in the *Review of Educational Research* are traced in the various issues of the journal (pp.136-37). It is perhaps understandable that the authors would be intrigued by the "automatic elec-

tronic library" described by Fred L. Walker in the *Scientific Monthly* for February, 1951. Some attention is also given to national and international cooperation in library service, but, except for a number of citations to library literature, there is no discussion of the part played by subject specialists and reference librarians in assisting researchers.

Librarians will find chapter 5 a provocative discussion of classification as a fundamental basis of research. While the problems of classification in a research study are of a different order than those in organizing a library collection, the authors call attention to the several library classifications and lists of subject headings which are suggestive to students in the pursuit of their investigations.

Chapter 10, "The Reporting and Implementing of Research," summarizes in concise form the steps that should be familiar to research librarians. Included are details of presentation of data, bibliographical and footnote form, and style. Librarians who are interested in reporting on projects or writing for the library journals should find this discussion instructive.—*Maurice F. Tauber, Columbia University.*

Junior College Books

Books for Junior Colleges: A List of 4000 Books, Periodicals, Films and Filmstrips. Compiled by Frank J. Bertalan. Chicago, American Library Association, 1954. 321p. \$7.50.

Here is the long awaited and much needed list that will be helpful to all junior college libraries. Since Mohrhardt's list appeared in 1937, and many of its entries are now out of print or out of date, librarians and teachers of junior colleges have been requesting a current compilation. Entries in Mohrhardt's list were not included here unless they had been revised or enlarged.

This volume represents the work of junior colleges all over the country, the American Association of Junior Colleges, the American Library Association and its Junior College Section of the Association of College and Reference Librarians, the United States Office of Education and a few senior colleges.

The subjects included and the number of titles in each area were based upon an analysis of 115 junior college catalogs, and the advice

of the Curriculum Committee of the American Association of Junior Colleges. Devotees of the Mohrhardt list will be pleased to find that films and filmstrips accompany their respective subjects.

The 4052 entries are distributed as follows: Biology, 201; Business, 233; Classics, 16; Economics, 177; Education, 91; English, 319; Fine and Applied Art, 221; Foreign Languages, 159; General Works, 173; Health and Physical Education, 123; History, 309; Home Economics, 205; Mathematics, 98; Music, 185; Nursing Arts and Public Health, 58; Philosophy, 71; Physical Sciences, 259; Political Science, 149; Psychology, 143; Religion, 85; Sociology, 152; Speech and Dramatics, 176; and Vocational and Technical Arts, 449.

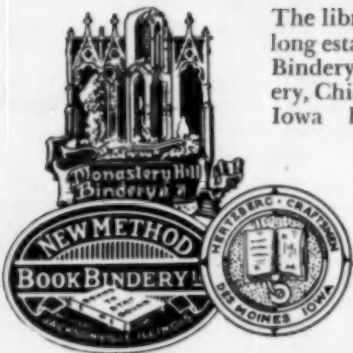
Within each main area, there are included important divisions of that subject: i.e., Biology includes General Biology, General Botany, General Zoology, Fresh Water and

Marine Biology, Anatomy and Physiology, Bacteriology, Embryology, Genetics and Heredity, Vertebrate Zoology, Invertebrate Zoology, Ornithology, and Fish, Amphibia and Reptiles.

Titles were not repeated in related subjects due to restrictions in space and budget. Therefore it becomes necessary for users of this material to consult the index frequently since the compiler found it difficult sometimes to select categories for certain titles which relate to several classifications.

Bertalan's *Books for Junior Colleges* provides a splendid checklist for librarians to employ with their faculties when ordering materials. As new titles appear, as new subjects make greater impressions on the curricula, revisions will be necessary. However, for the mid-fifties it will be invaluable. *Thelma V. Taylor, Los Angeles Harbor Junior College Library.*

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Abstracts of Titles*

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In-service training of executives. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. ([4], 113 l. tables. 29cm. ACRL MICROCARD SERIES no. 19) Thesis M.S. in L.S.—Columbia University, 1947. "Sources": l. 104-113. 3 cards. \$.75.

Library schools have been held responsible for the lack of suitably trained library administrators, although some librarians believe that libraries should share the responsibility. The efficacy of in-service training as a means of preparing executives has been notable in business. A comparison of practices in large public libraries with those in sample business agencies was undertaken to test the proposition that in-service training might complete the preparation of administrators begun in library schools. The gist of questionnaire returns and of readings, by which the comparison was made, sustained the proposition.

DAUGHTRY, BESSIE

Cataloging, arrangement and storage of motion pictures, filmstrips and 2" × 2" slides. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (iii, 81 l. illus., charts. 28cm. ACRL MICROCARD SERIES, no. 20) Master's paper, Florida State University, 1948. Bibliography: l. 80-81. 3 cards. \$.75.

Investigation of methods of cataloging, arrangement, and storage of motion pictures, filmstrips and 2" × 2" slides in representative audiovisual centers throughout the country. Part I summarizes the litera-

ture on the problem; Part II, the results of the questionnaire survey of current practices of audio-visual materials; and Part III recommendations on cataloging, arrangement, and storage of these audio-visual media, based on findings in the literature and in current practice in A-V centers.

SMITH, DORA

History of the University of California Library to 1900. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (3, 168, [40] l. illus. 28cm. ACRL MICROCARD SERIES, no. 21) Thesis (M.A.)—University of California [1930]. 6 cards. \$1.50.

The account deals with the history of the University of California Library from its beginnings in the College of California until the close of the nineteenth century. Among the topics treated are buildings and equipment, the book collection and its classification, special collections and staff. The three appendices comprise the catalog of the library of the College of California, names and dates of service of the librarians and a list of the bulletins published by the library. An extensive bibliography and index are also included.

DANFORD, ARDATH ANNE

Fifteen best-sellers of 1935-1945: an analysis and appraisal. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (iv, 60 l. tables. 27cm. ACRL MICROCARD SERIES, no. 22) [Master's paper], Florida State University, 1952. Bibliography: l. 53-60. 2 cards. \$.50.

The controversy regarding the literary value of best sellers motivated this study of the fifteen fiction titles which appeared most frequently (from 60 to 185 times) on

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the best seller list in the *New York Herald Tribune Books* from January 1935 through December 1945, a representative period of peace and war. Based on their reviews, inclusion on recommended lists, awards granted, and book club selections, the conclusion was that, in general, the books were outstanding and that inherent qualities seemed to be necessary for sustained popularity.

POLLARD, WILLIAM CARTER

Gone with the wind: story of a best seller. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (iii, 90 l. illus., tables. 27cm. ACRL MICROCARD SERIES, no. 23) [Master's paper], Florida State University, 1952. Bibliography: l. 83-90. 3 cards. \$.75.

Margaret Mitchell's *Gone With the Wind*, a lengthy novel about the Civil War, was an instantaneous success when it appeared in June of 1936. Only six months after its publication it had been bought by a million people and read by many more. Today, it remains the most widely read piece of American fiction.

It is the purpose of this study to give insight into the publication of this best seller; to describe its creation, its promotion for mass acceptance, its acclaim, and finally its prolonged effect upon the life and career of its author.

CRITTENDEN, SARA NADINE

Essay and general literature index, an evaluation, with analysis of the books for 1936 indexed therein. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (iii, 117 l. tables. 28cm. ACRL MICROCARD SERIES, no. 24) [Master's paper], Florida State University, 1951. Bibliography: l. 110-117. 3 cards. \$.75.

This study is mainly concerned with the analysis and evaluation of *Essay and General Literature Index* as a library tool. Historical background is given to help in understanding the character and purpose of the *Index*. The paper then proceeds to present data indicating the importance and significance of *Essay and General Literature Index* to the library and book world, by calling attention to its uses, scope, arrangement, and other special attributes of the *Index*. The study concludes with an analysis of the 157 titles which form the 1936 book stock indexed in *Essay and General Literature Index*, furnishing indications of the general merit and broad scope of the books selected for indexing.

DICKSON, ALGERNON SMITH

The Western Review and Miscellaneous Magazine. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. ([iv], 119 l. 29cm. ACRL MICROCARD SERIES, no. 25) Thesis (M.A.) Columbia University, 1946. Bibliography: l. 118-119. 3 cards. \$.75.

The Western Review and Miscellaneous Magazine, published in Lexington, Kentucky, 1819-1821, was the first important literary magazine of the middle-western frontier. Its contents included essays on a wide variety of subjects, book reviews, and verse. William Gibbs Hunt was editor and publisher. The *Review* and Transylvania University were closely associated, and Horace Holley and Constantine Rafinesque were prominent among its contributors. The history and natural history of the west, particularly of Kentucky, were of special interest to the *Review*. Although the magazine was vigorously rationalistic in politics, Scott and Byron were more enthusiastically reviewed than Halleck, Irving, and Trumbull. The poetry, whether in Latin, French, Italian, or English, was almost uniformly poor.



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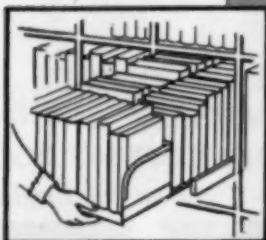
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